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ABSTRACT

From 1973 to 1975, the school systems of North Wilkesboro and Wilkes County, North Carolina engaged in a mutual venture to adjust the focus of special educational services from one of academic orientation to one of academic and occupational preparation. The special educational services provided to mentally retarded pupils in seven elementary schools and one high school were changed in format to include occupational preparation. The vehicle of occupational education was used to teach essential academic subjects, broaden awareness and involvement in community enterprise, develop interest and selection of employment opportunities, and introduce occupational proficiencies and requirements. The purpose of the project was to demonstrate the implementation and continuation of an occupational-academic public school program and to describe the benefit to mentally retarded students in terms of life-work preparedness. The success or failure of the project objectives was based on: pupil attitudes and achievement, description of population, teacher's opinions evaluation, principals' evaluation, pupil employment, graduates and dropouts, community participation, trainable mentally retarded, and a study of costs. Appendixes include a review of research and literature, instructional program outlines, competency assessment records, pupil attitude test, teacher opinionnaire, and related investigation. (Author/NJ)

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OCCUPATIONAL EDUCATION RESEARCH PROJECT FINAL REPORT

Vocational Education Amendments of 1968
Title I - Part C - Sec. 131(b)

OCCUPATIONAL PREPARATION FOR THE HANDICAPPED: OCCUPATIONAL ADJUSTMENT TRAINING

Paul Trudeau, Project Director

NORTH WILKESBORO AND
WILKES COUNTY SCHOOLS
NORTH WILKESBORO, NORTH CAROLINA

June 1975

NORTH CAROLINA STATE DEPARTMENT
OF PUBLIC INSTRUCTION
Occupational Research Unit
Raleigh, North Carolina 27611

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ABSTRACT

The special educational services provided to mentally retarded pupils in seven elementary schools and a high school were changed in format to include occupational preparation. This re-definition of approach used the vehicle of occupational education to teach essential academics, broaden awareness and involvement in community enterprise, develop interest and selection of employment opportunities, and introduce occupational proficiencies and requirements. The purpose in Project Occupational Adjustment Training was to demonstrate the implementation and continuation of such an occupational-academic public school program and to describe the benefit to mentally retarded pupils in terms of life-work preparedness.

The imposition of a re-definition required willingness, determination, flexibility, and innovation. Project O.A.T. was an ambitious undertaking. Some of the successes and failures are viewed from several points: Pupil attitudes, pupil achievement, description of population, teachers' opinions and evaluation, principals' evaluation, pupil employment, graduates and drop-outs, community participation, trainable mentally retarded, and a study of costs.

CHAPTER I

INTRODUCTION

Occupational Adjustment Training gave attention to the formulation, implementation, and continuation of an occupational education and a job training-placement procedure for mentally retarded pupils. The school systems of North Wilkesboro, North Carolina and Wilkes County, North Carolina agreed to a mutual venture to adjust the focus of special eduational services from one of academic orientation to one of integrated academic and occupational preparation. In the North Wilkesboro Public Schools, the two participating schools were North Wilkesboro Elementary and Wilkes Central High. The six Wilkes County Public Schools were Boomer-Ferguson Elementary, C.C.Wright Elementary, Fairplains Elementary, Moravian Falls Elementary, Mulberry Elementary, and Wilkesboro Elementary.

Though the schools under study provided the resource services of special education teachers, 33% of the MR pupils identified and receiving these services dropped out of school yearly (based on three consecutive years of enrollment at Wilkes Central High). None of the MR pupils graduated during the same period. Fewer than 30% of the drop-outs successfully held jobs. Many who did worked for relatives or had seasonal or transient work; such as, fruit picking and babysitting. The greatest incidence of pupils dropping out of school occurred at age sixteen when school leaving becomes legally permissible.

This evidence suggested the necessity for exploring changes in the curriculum at both the high school and the elementary levels. A substantial program of occupational preparedness was assumed to address one of the foremost learning needs as well as offer an area of greatest possible achievement and personal satisfaction for mentally retarded pupils. No such consistent program existed for the MRs in the schools designated for Project O.A.T. A review of literature and research more extensively explores the need for occupational programs for the retarded (refer to Appendix A).

CHAPTER II

OBJECTIVES

Several objectives were undertaken through Project O.A.T. Some were explicitly stated while others were implicit. They are as follows:

The pupil will remain in school until graduation.

In the areas of English and math that are integrated and adjusted to occupational education, pupils will show continuous gains by the successful completion of educational tasks. Instructional procedures developed as a result of this project will determine the learning tasks.

Pupils will be introduced to the skills, functions, and responsibilities found throughout the occupations in the local community.

Manipulative skills associated with each occupation will be emphasized in the classroom.

Field trips will be made to the sites of the businesses and industries in the local community.

A knowledge of employment opportunities and responsibilities will be developed by the pupil.

The curriculum will be adjusted to meet the needs and the development of each pupil at each grade level.

Pupils will demonstrate acceptable attitudes and social skills in the school and on the job.

Pupils will demonstrate an ability to maintain employment during the summers and after graduation.

Employers will participate in training pupils by providing jobs for high school level pupils.

Special education teachers will undertake learning activities appropriate to their professional development and the stated objectives of Project O.A.T.

CHAPTER III

PROCEDURE

Project O.A.T. concentrated upon the education of pupils who, because of their mental abilities, received special educational services in grades six through twelve. For reasons of length, a description of the target population appears in DESCRIPTION OF POPULATION in CHAPTER IV. Because of their established positions of instruction for MR pupils, the special education teachers were the target group of educators assigned to implement this project. Pupils, who were considered to be educable mentally retarded according to criteria established by the Division for Exceptional Children, North Carolina Department of Public Instruction, received from one to one and one-half hours of special educational instruction each day. These pupils remained in the regular classroom for the majority of their instruction. Pupils, who were trainable mentally retarded, remained in the self-contained classroom for special educational services for the entire school day.

The two major components of Project O.A.T. consisted of academic studies integrated with occupationally oriented activities and a job training component. Appendix B provides the curriculum guides developed for the 1973-74 and the 1974-75 school years; the formal project period.

The academic-occupational studies utilized the resources of the community to bring academic learning activities in line with the MR pupils' needs for occupational preparedness. Field trips and resource persons from local businesses and industries were used in conjunction with classroom activities oriented towards the academic proficiencies required for occupations in the local community. The only difference between the elementary and the high school levels, in regards to academic-occupational studies, was the degree of concentration. Pupils at the elementary levels were given a more general, broad spectrum of the world of work and the academic requirements needed for successful personal living and working. High school level pupils studied more specific academic requirements of job proficiency and personal living.

Job training and placement occurred only at the high school level. During the last month of each school year, pupils in grades nine through twelve were eligible to work at a full-time job for the entire school day in lieu of classroom attendance. Employer participation was an essential component to job training. Local businesses and industries provided the necessary jobs and training. The high school special education teachers and the project director acted as job counsellors. As a trainee, each pupil was to be placed on a different job each school year. Thus, the pupil would experience different types of work conditions before graduation and, subsequently, have useful training, as well as, refined interests for selection of employment following graduation. Pupils who could not function and benefit from placement on a job in a public or private business or industry were to be provided with sheltered employment opportunities. All jobs were to continue throughout each summer contingent upon the employer's needs and adequate progress by the pupil.

CHAPTER IV

RESULTS

Project O.A.T. was a demonstration of both the feasibility and the benefit of a re-definition of special educational services from one that meant academic preparation to one that provided life-work preparedness to mentally retarded pupils. This chapter is devoted to the evaluation of that feasibility and benefit. Since the project must be viewed from several points, the separate sections which follow tend to narrow the perspective. In order for the whole to not be lost in the parts, the many threads are drawn into the important fabric in CHAPTER V.

DESCRIPTION OF POPULATION

As mentioned in chapters one and three, the target population consisted of trainable and educable mentally retarded pupils in grades six through twelve who received special educational services in the eight schools participating in Project O.A.T. Various sections in this chapter describe aspects of the target population. It is appropriate here to mention noteworthy factors that were uncontrollable influences upon the number and the nature of the population.

The target population was a public school group the number of which was subject to drop-outs, transfers, evaluation and placement changes, untestable pupils, uncollectable data, change of school year (addition of new sixth graders and loss of graduates), etc. This fluidity in the number was reflected in the tables and reports in several sections of this chapter.

The overall mental capacities of the group had a significant change as a result of removal of pupils. When Project O.A.T. commenced, less than one half of the target population was identified and placed according to criteria established by the Division for Exceptional Children (1974), N.C. Department of Public Education. Efforts made throughout the duration of the project brought about more acceptable identification and placement procedures which altered the services provided to many pupils. As Table 1 shows, 85% of the population was tested by February 1975. The somewhat higher mean I.Q. for transfers suggests what effect evaluation had upon the overall mean for intelligence. It must be noted, however, that not all pupils who transferred did so because they disqualified for special educational services and were subsequently discontinued. Other reasons accounted for several pupils being considered as transfers. In all, 201 pupils were involved, at one time or another, in Project O.A.T. Approximately 15% were black. Approximately 85% were white. Males outnumbered females two to one.

Table 1. Intelligence Quotients for Target Population from April 1973 to February 1975.[1]

Group	Total Number	Number Tested	Mean I.Q.	Range
Educable				
Graduates	6	0	-	-
Grade 12	4	3	75.0	72-79
Grade 11	3	3	61.3	50-69
Grade 10	8	8	70.6	40-81
Grade 9	9	9	65.3	52-77
Grade 8	22	18	62.8	46-80
Grade 7	32	31	66.5	48-85
Grade 6	39	29	71.0	52-87
Total	123	101	67.5	40-87
Trainable	12	12	36.3	25-55
Transferred[2]	33	31	79.5	61-103
Drop-Outs	33	5	71.0	64-78

[1] I.Q.s were determined by individually administered tests of intelligence accepted by the Division for Exceptional Children, N.C. Department of Public Education in compliance with evaluation and placement criteria.

[2] Includes all pupils who were discontinued from special educational services; pupils who were re-evaluated and returned to full-time regular classes; pupils who moved to other schools; deceased pupils; etc.

EVALUATION BY TEACHERS

In order to provide an opportunity for teachers to be involved in the evaluation of Project O.A.T., as well as provide insight into aspects of the project that were undertaken but could only be interpreted by the teachers themselves, several questions were asked of teachers at the close of the project period.

Written responses were requested to questions that attempted to elicit a wide range of uninhibited comment. All teachers of EMR and TMR pupils participated in this evaluation. Their responses are numbered to correspond to the number of their school as used in other sections of this chapter. What follows are those questions and the responses. It must be kept in mind that three of the teachers who participated in this evaluation taught only one year, the second year, of the project and, thus, did not have an opportunity to make an evaluation based upon experiences prior to the project or throughout one-half of the project period.

1. What activities have you carried out as a direct result of this project?

(1) The two afternoon classes visited Holly Farms to see their operation.
We do expect to visit other businesses in the city.
We have invited other businesses to come in and talk with the class on their type of work and the qualification.

(1) Field trips
Career Exploration through reading, bulletin boards, games, worksheets.

(2) Cooking and related occupations (Bakery-Candy Making)
Sewing and related occupations
Money-Banking
Health Careers
Farming Occupations

(3) Not answered

(4) Study of jobs available in the Wilkes County area with field trips to these places.
Learning how to read and fill out job applications.
Becoming aware of what takes place at a job interview.
Learning how to read "want ads" in papers-how to find a job.
Learning some parts of driver's education.

(5) Made Bookends
Set up restaurant
Painted woodwork
Went to grocery store and purchased groceries
Sewed garments, aprons, pants, purses, etc.
Decoupaged bottles
Set up a Post Office
Set up assembly line to fold and make boxes
Planted plants to transplant to garden
Sewed Christmas ornaments
Framed pictures
Painted furniture
Learned to macrame
Made lots of self-made materials
Relied on films and movies
Students did some individual projects.

(6) We made boards from saw dust and school glue; built a log cabin and a green house for plants. We have averaged taking at least one trip per month. Some industries visited are: Abitibi, Sherrill Faw Construction sites, American Drew Furniture, Gaddy Motor Co., Wilkes General Hospital, Beauty and Barber Shops, Lowe's Wholesale and Super Markets, Henderson's Flower Shop and North Wilkesboro Water Treatment Plant. We have shown slides, had Resource People in, made scrapbooks, and kept notebooks, worked cross-work puzzles, built bird houses and dog houses, done Art work, set out tulip and gladiola bulbs, etc.

(7) As a result of the O.A.T. project, I have done the following activities: A unit on apple farming which included a visit to Lowe's apple orchard to pick apples to make apple sauce at school and also to pick apples to be sold at school. A unit on big farming including a visit to Lowe's smoked hams house and to John German's hog farm where we saw some of the procedures following the birth of pigs. A unit on jobs in the hospital, the supermarket, in cosmetology, in auto repairs, in food services. A detailed unit on money, short units on finding and getting a job, the job interview, application forms. A unit on safety.

(8) We made stuffed animals and gave them to The Day Care Center.
We made a small house.
Took a motor apart and put it together again.
Made out menues, grocery list, cooked breakfast.
Made and sold potholders.
Edited a newspaper.
Kept first aid room clean.
Gave Mrs. Ellers's class a Christmas party for two years.
Made cookies.
Made and displayed a bulletin board of some of the industries in the county, using their products.

Visited James Larkin Pearson.
Talked on the air at WKBC.
Made paneling.
Visited a number of industries in the county.

(9) Craft work-sanding wood, staining, varnishing. Stringing beads-making crafts related to stringing weaving-baskets and w/inkle loom. Generally-Stronger emphasis on vocational activities-house keeping skills including dusting, sweeping, vacuuming, washing dishes, etc.

2. How have pupil attitudes been affected by this project?

(1) The students attitudes, in regards to this project, have been good.

(1) The majority are not mature enough to realize the value of this project.

(2) Better cooperation with sixth graders than seventh and eighth-however all seemed to enjoy it after project completed.

(3) A difficult assesment to make. I can say that the students exhibit a keener interest in school and have become more satisfied with the daily activities provided under this project than they are in the regular curriculum alone.

(4) Some of the students attitudes have changed in that they are more aware of job positions. They are not now totally ignorant of the job field. On the other hand, some of these students are still to immature to be concerned with jobs. Resulting with a very low interest level on behalf of these students. The major of the students still have an attitude that is totally against that of authority.

(5) Yes, some behavior problem students have developed a good attitude and have come to class on time and have even arranged to come for unscheduled periods for help in other subjects. On the other hand, some students want to come for specific help on spelling or math and are not interested in the O.A.T. program. Attitudes in all grades are greatly improved this year, so no definite conclusion can be drawn that the O.A.T. program has improved attitudes.

(6) Many repeaters and older children have been sufficiently interested and stayed in school, rather than becoming drop-outs.

(7) They have begun to realize that the right kind of willing and cooperative attitude is important to keeping a job because almost all jobs require working together with other people. Some of them have changed their attitudes toward jobs they can do or would like to do. Also, they do not think of jobs as being easy to get without certain skills of some training.

(8) Children are much more aware of their county, can better understand how school will affect their future in the working world. They are more understanding, have better manners and their school work has improved.

(9) Students have found pride accomplishments both in craft work and in maintenance skills.

3. How has pupil learning been affected by this project?

(1) This project has affected their learning to a step upward.

(1) Pupils, however, have been introduced to the working world and more knowledgeable about jobs in general.

(2) The interest in the project helped the learning processes in most cases.

(3) I believe my pupils have learned a variety of things. Primarily, we have worked on self concept and attitudin'al changes as related to the world of work. It has been possible to develop positive inter personal relationships with students and that, of course, affects their learning.

(4) I am not aware of any change in their overall learning process.

(5) I think that learning has been affected, but I cannot statistically prove so as I do not have access to test scores administered at the beginning of the project to compare them with the most recent testing data. Also, I do not know of a test that measures these specific skills for children that fall into this range of intelligenge. Observations are only subjective rather than objective. My observation is that learning has occurred as a result of this project.

(6) By much repetition, by various methods - vacabularies have been increased. Language Arts Skills have improved as well as Math Skills and others.

(7) They have learned about some of the methods of finding jobs such as news paper ads, employment offices. They

have learned about job applications and interviews. They have learned what many local employers expect and look for in an employee. Also, they have learned the requirements of many different jobs by seeing people perform their jobs and asking employers questions about the jobs they perform.

(8) Seventh and eight graders are showing much more interest in reading. They enjoy writing letters for information and in most cases enjoy writing or drawing something about the trip, that they are particulary interested in.

(9) Students have gained or learned new skills which could enable them to become employed in the future.

4. Have pupils developed a knowledge of employment opportunities and responsibilities? Explain.

(1) The students have developed some skills that will help them for employment when they get out of school.

(1) Pupils are able to name the major industries in the area and know which ones are available to them.

(2) Somewhat, however at this point detailed information was not forced when interest was low.

(3) Yes. Use of Attitudinal Filmstrip and Cassette series was helpful in this development.

(4) The students are aware of employment opportunities and also aware of responsibilities, which a job demands. At this point in their life, I do not feel that they are willing or able to accept these responsibilities.

(5) Yes. They have developed an overview of general knowledge and have given consideration to the kind of job they would like.

(6) In most instances high interest has been shown. There has been good over all involvement in units of work. Intelligent questions were asked. Promptness has been stressed as well as doing well whatever task and finishing it.

(7) Yes, as I have stated above the students have learned about many of the job opportunities available in the county and the responsibilities involved in the performance of these jobs.

(8) Yes. They realize that other people will depend on their part and that everyone works together. They saw jobs they didn't know existed. I think they will have a

better idea of where they would like to work, because they have seen a choice of jobs.

(9) Some students have. Some are aware of jobs they could got (bag boy, cafeteria server, janitor, domestic helper, etc.) We have strongly emphasized that a student has to do a job well and practice the skill involved in order to get a job.

5. In what ways have occupational and academic skills been combined? Have English and Math been taught by the vehicle of occupational education?

(1) The academic skills of English and Math have been correlated. We have studied milage. Computing the distance from one city to another in North Carolina. In English, learning to spell and pronounce these proper nouns.

(1) Yes. Vocabulary of the application blank.
Writing business letters.
Telephone directory usage, etc.

(2) Yes.

(3) Mathematics-Use of electronic calculator in figuring ice cream orders and grocery lists. Language Arts in Job Application's, letter writing and cartooning related to occupational skills.

(4) Some of the aspects of Language Development and math skills have been taught through O.E. Words associated with jobs and environmental protection words have been worked on along with math in measuring. The students in O.A.T. have also studied about banking, and how to write checks, and keep a check book.

(5) We have had vocabularies studies correlating with each unit. We have had scrap books and labeled our entries in these books. The students have been responsible for developing their own bulletin boards. We have worked together to make games to go along with at least one unit of our work study. The students have made reports, written letters, personal data, filed simple application, etc. related to each unit of study.

(6) Yes, there has been much intergration and correlation of academic skills during the teaching of units of work. Listening skills have been improved. Measurements have been taken. Stories have been written. Vocabularies have increased.

(7) Yes, to a great extent occupational and academic skills have been combined in the following ways: Language skills have been taught as they relate to finding and getting a job. For example, the filling out of job applications and role-playing various roles of employer and employee.
Math skills have been taught as they relate to various jobs in the supermarket money, math skills were involved.

(8) Yes. We write letters, compositions, do research work. Look up and spell words needed in different occupations. We use measuring in cooking and sewing, and learn how to make change.

(9) Yes, with some students. For instance, three students have applied math skills in counting and changing money. Academic skills are not really emphasized in a TMR class, however.

6. How well does this project fit into the total school curriculum objectives?

(1) This project does fit in the total school curriculum objective because our objective is to train the child for Lifes Work.

(1) If the school objective is to prepare the student to be a good citizen and be able to function successfully according to his ability, this project is quite in harmony.

(2) Not answered.

(3) I believe the project would fit better if it were directed to youngsters other than EMR exceptional children.

(4) The school curriculum objectives are for the total improvement of the individual child's needs. This program does introduce the children, of lower learning abilities, to the problems they will face later in life.

(5)This project meets one of our continuing objectives under our accreditation system to prepared students for the world of work.

(6)This program has great potential, and should be continued. Children because of low I.Q.'s and poor achievement due to no fault of their own should not be penalized, but provided for.

(7) The project fit into the total school curriculum in its attempt to meet the needs of those students involved by helping them become more self-fulfilled individuals. The project was successful in this attempt to a great degree by making them aware of the job opportunities around them and especially by making them aware of the responsibilities of finding and keeping a job. The students begin to see more clearly that school helped prepare them for the world of work and the decision-making process of the future as adults.

(8) The school objective is to accept the child where he is and teach him from there. This project is good in that the child who does not learn as fast as the others still has a chance of doing something he is interested in.

(9) For our purposes, it fits in quite well. The purpose of a TMR class, as I see it, is to socialize the student as much as possible and a big part of socializing an individual involves preparing him to contribute to society in whatever way he can, in our case, through a job.

7. What did you most like about this project?

(1) It gives the students, that would like to work a chance to go to work a month before school closes and work all summer.

(1) Flexibility of it.

(2) Freedom to develop curriculum.

(3) The chance to work with youngsters who have academic difficulties on life skills.

(4) I think that students should be introduced to occupations. They need to learn the basics of life which a program like this gives them.

(5) Field trips and role playing activities.

(6) It provided greater interest, kept the program from becoming hum drum. It broadened areas to be explored. Help to build better self images. Taught greater responsibility and promptness on the part of the child and children.

(7) I most enjoyed have the transportation and the driver to enable the students and myself to visit various industries and places of business within the county. These trips were the high light of each unit, as they gave the

students experiences and insights not possible to achieve in the classroom.

(8) Field trips, hands on projects, Cooperation.

(9) It made me more aware of the great need to emphasize occupational education in my class and forced me to think of many skills which my students needed.

8. What did you least like about this project?

(1) It gives the students a chance to get a job that needs basic fundamental.

(1) At the beginning there was too much unnecessary paper work and meetings.

(2) Lack of money.

(3) Wide range Achievement Testing Attitudinal Inventories.

(4) I think that the sixth grade is tooolow to start with in this type of program. They are too immature emotionally to be concerned about a few years away. I also feel that a person trained in Occupational Education should be teaching the O.A.T. Program. It could be a combined force with Special Education, but a Special Education teacher is not qualified nor do they have the right training for this kind of program.

(5) This project was very time consuming to prepare for due to a lack of materials with a high interest and a low enough reading level. There were too many forms to fill out to request materials, forms, etc. I had to spend a good deal of time on clerical items, test administration, arranging test administration of tests I could" not give. Often I had to talk with individual teachers about student's problems when they were not familiar with the program. Usually it was difficult to schedule a time when neither of us would be missing class.

(6) Not answered.

(7) I least liked not being knowledgeable about some of the units which I did, because the students showed an interest in them. Also I did not feel that I had many of the skills needed to teach certain units on occupations. For example, the units on auto repair and furniture were not as interesting or beneficial as they could have been had I known more and been more skillful in these areas.

(8) Not knowing enough about some things, so that I could

present them in a well developed way. The child lost interest because I wasn't as well prepared.

(9) Not answered.

9. In what ways have parents and the community reacted to this project?

(1) The Parents and Community have reacted very favorably with this project.

(1) None.

(2) I suppose the reaction has been supportive. I have encountered no opposition.

(3) Parents-None.
Community-Yet to be determined during spring semester field trips.

(4) I have not had any feed back one way-pro or con.

(5) The community was responsive and helpful in assisting with field trips and talking with the group. Some parents sent some food, cloth, etc., for their students to work with in my classes. I got some favorable comments from P.T.A. members. I did not, however, get a volunteer to help with any transportation or clerical work. I could have used an aide to teach this program more properly.

(6) It has been readily accepted by both parents and the community. The P.T.A. bought for us a number of basic tools which we have found most useful.

(7) All of the parents involved at my school were in favor of their children being involved in the project and gave their permission for them to go on each of the field trips throughout the year.
Several of the people in the community were very cooperative and were used as resource persons for various units.

(8) I have had no complaints about the program. I have had a few parents say that they appreciate the program.

(9) Parents have been very pleased with their children acquiring new skills, especially those which help with housekeeping. The community has cooperated, especially the NYC with hiring one TMR student to serve in the Wilkes Central Cafeteria.

10. In what way(s) do you feel this project has influenced other teachers?

(1) It has removed from the classroom those students that are unable to achieve academically.

(1) I don't believe any teachers were influenced one way or another.

(2) I don't see any.

(3) Unknown. Very slight amount I would guess.

(4) It does not seem to have any affect on the attitude of other teachers.

(5) I feel like the other teachers were glad that C.C. Wright had a program for these students. I've only heard positive comments about the program itself. I do not know of anything in specific that the regular class room teachers did in conjunction with the O.A.T. program.

(6) Many other teachers have shown interest in the project and have been highly cooperative and have loaned us their support and cooperation.

(7) Although most of the teachers at my school indicate they approve of the project and in fact like the concept and agree with the purpose of the project, I am not aware of the project's having had very much influence on the things taught or methods used by other teachers.

(8) No comment.

(9) Unfortunately, I do not have enough contact with other Special Education teachers to answer this question.

11. Do you feel administrative support, direction, and participation have been adequate?

(1) Yes, because without the Administrative support, we wouldn't have had materials or transportation to many businesses for their interest.

(1) Yes.

(2) Yes.

(3) Yes.

(4) Yes.

(5) Administrative support and participation, YES.

Direction was not always clear. I usually work independently using my own judgment as best I can based on my traning in Special Education.

(6) Yes, we have had limited space in which to work (trailor) however, other places have been provided, when the need arose.

(7) Yes, however, I feel the administrative support, direction, and participation were better in the first school year of the project than they have been this year. In some aspects this year has been better because each individual teacher has been given more freedom to do her own units at her own rate. Still, a bit more direction would have been helpful at times.

(8) Yes.

(9) Yes, in the North Wilkesboro City School System.

12. In what way(s) has this project affected your teaching methods?

(1) We are able to bring into the classroom resources to enrich the subject matter and at the same time carry them to the area's of interest in the city or county.

(1) Materials have been changed from traditional to career oriented.

(2) I have had to learn to relate the basics (reading, writing, arithmetic) into meaningful purposes. (I hope).

(3) None

(4) I have had to learn about some of the jobs that we have studied. I feel that because I have had no previous training in Occupational Skills, that I have done a great injustice to these students. I can truly see the great importance of such a program, but I do strongly feel that a person trained in the field of Occupational Education would do a much better job than what I have tried to do in the past year.

(5) I had to be more self reliant and self directing. I had to be creative in order to keep the content area interesting to the students. I had to drammatize enthusiams to hold attention at times, as these students have a short attention span and are socially and mentally immature when compared with their peers of the same chronological age.

(6) It has given me the opportunity to carry out pro-

jects and units of work similar to ones I have been accustomed to in the regular classroom.

(7) The project has affected my teaching methods in two ways. First it has made me change my approach toward teaching the academic skills by relating them more closely with occupational skills. Second, it has made me more resourceful in teaching units, because I have had to use resource people, A.V. materials, and secure materials from a variety of sources.

(8) Made me strive harder to find materials, be more creative. I have had more class imput.

(9) Already answered in previous questions.

13. Were you adequately prepared for carrying out the objectives of this project?

(1) Yes.

(1) No, lack of knowledge of career or job opportunities in the community.

(2) Yes.

(3) Not soundly, but by nature.

(4) No. I knew the objectives of the program, but as for myself, I was personally not prepared.

(5) I was adequately prepared to teach E.M.R.'s. I was not adequately prepared to teach the wide and diverse subject matter of this program. The facilities and space were often inadequate.

(6) Adjustments on my part has been necessary, as my prior experience had been in the regular classroom. However, I feel that these adjustments have been made and both the children and I have profited.

(7) No, not being adequately prepared for carrying out the objectives of this project has been my major objection to the project. For example, I feel that a teacher with some degree of training in occupational education or industrial arts might be able to do a better job in the project than a teacher whose background has been in special education.

(8) Sometimes, varied from unit to unit. Some units were easier to find materials.

(9) Yes.

14. What training did you need prior to starting or during the project that you did not get?

(1) For the Program: We established our objective.
Outline the Program for the Year.
Checking and evaluating materials for different levels.

(1) None.

(2) Not answered.

(3) A seminar in decision making for EMR students would have been helpful.

(4) I needed to be trained in Occupational Education prior to starting. But, I really don't have an interest in such training. I think that there are enough qualified persons in this field, O.E., that would have done the correct job.

(5) I needed a degree in vocational or career education in addition to certification in M.R. to teach some of the subject matter at times. It was difficult to teach students skills that I, myself, did not possess.

(6) I have taken advantage of summer training, workshops and have leaned heavily on past experiences, and training.

(7) I feel that I need more training in hand-on type acitivities that the students might enjoy doing in relation to the study of various occupations. Such activities would be practical and beneficial, but would require more direction than I can provide.

(8) More information or training concerning occupations.

(9) Not answered.

15. What training or experiences do you now have as a result of this project that will be useful in the future as you teach?

(1) Their interest and what areas of work they can do.
I have found with this project, I can move in the area of their interest and needs, I am able to relate materials because I know their interest and level of work.

(1) More information about the community.

(2) More awareness of relation between world of work and daily activities and specific learning goals in Math and language arts.

(3) Knowledge of learning disabilities will help me make better choices of activities for exceptional children. Family relations have been unusual among my students this year.

(4) I have had the experience of dealing with and working with a subject area that I had no knowledge of or training for.

(5) It improved my self concept, and self confidence as a teacher.
I have a better knowledge of which material are suitable for student's needs and which ones "Turns students off."
I got a better understanding of the "disorientations" that most E.M.R. teenagers are going through.
I found most E.M.R. students needs are not being met in the schools in special or regular classes.

(6) I have met and taken groups into industries, which I had not had an opportunity to visit previously. I will be better able to guide youths in choosing their careers.

(7) The experiences that I have had as a result of this project have been very much worth while. By making me more aware of the adacemic skills that do apply to occupational skills and to the qualities that most employers look for in an employee, I think I can teach from a more practical approach.

(8) Listing objectives, competencies, gathering materials, asking for trips.

(9) Not answered.

16. What recommendations concerning this project do you have for other teachers and schools?

(1) It is a good project. Those that are unable to do academic on a high level are able to work on lower level and do things with their hands.

(1) Any EMR class on high school level would follow the same career or job oriented curriculum.

(2) Not answered.

(3) Include youngsters who are disinterested in school-not just EMR's.

(4) None.

(5) I think this program could be very beneficial if it

were incorporated into the middle grades vocational or career exploration program. The career exploration program has the experienced people to teach skills, and the money and facitilities for implementing this type program. The E.M.R. resource teacher has the skills for teaching the special problems of the slow learners and E.M.R. students. The programs should be combined with this approach in mind. The students need more "Hands on" activities that are not always possible in an unequipped classroom.

(6) Keep an open mind. Accept it as a challenge. Be prepared to meet with both success and failure. Be willing to put forth the effort.

(7) To other teachers and schools concerning this project, I recommend that the teachers involved feel capable and are willing to carry out the project to the best of their ability. Also, I feel it would be helpful if these teachers had more planning time to plan their units, and access to more materials without going through so much red tape, a better means of selecting students involved in project.

(8) Study the occupation before you attempt to teach it. Be sure there's material available such as filmstrips, films, etc.

(9) Not answered.

17. What feelings do you have toward continuing this project as a permanent program?

(1) It is very good or helpful to those that are unable to achieve academically, but this project's objective is to work with the lower achievers so that they might be able to adjust in life.

(1) I shall continue the same general course, with modification as I see the need.

(2) Not answered.

(3) As currently constituted I would not recommend its continuance. As a broader program for other 6th, 7th, and 8th grade students, I feel an introduction to the world of work is important.

(4) It would be an excellant program, if it was being taught by those qualified to teach it this area of study. I think that it would be a much better program if it was set up as Special Education/Occupational Training-having

qualified persons teaching both aspects and working together.

(5) The program meets one of our continuing objectives and it is needed for and by the students and teachers. I feel that 6 graders at age 12, with a mental age of between 6-9 are too immature for the program, however. These younger students could get some of the concepts through a community, home, school program, which they probably failed to grasp in the earlier grades. After all, most of the experts in the field of special education say that we are to teach a child at this mental age ability rather than at his chronological age.

(6) Personally, I have not objection to continuing the O.A.T. Program. I have been gratified with results of the older pupils in particular, in that so far they have not dropped out.

(7) I feel that this project should continue as a permanent program, but that the following improvements, should be made to enable the project to reach its objectives.
More teacher training and planning time.
The allotment of a set amount of funds to each school involved to purchase materials and equipment used.
Select more mature students to take part in the project, because they would get the greatest benefit from it.

(8) I like the project. I think, however, by the third year we might need to go back to places already visited, and this will create problems for 8th graders who have been there. Some Junior High teachers may not like the program.

(9) I would like to see it continue.

EVALUATION BY PRINCIPALS

The perspective of Project O.A.T. by principals was sought for the same reasons as for teachers and in much the same way, with two exceptions. Instead of questions, a stimulus word, words, or phrase was used. Principals were requested to respond to each stimulus with a statement evaluating that aspect of Project O.A.T. Too, principals were twice asked to respond to these open-ended stimuli; during the third month of the 73-74 school year and again in the sixth month of the 74-75 school year. The second time that principals provided this evaluation, they were asked to review their previous responses and assess the change without changing the previous responses. If they saw no change, they were requested to respond with NO CHANGE. If they saw a difference, they were to explain. Their responses are numbered to correspond to their school number as used in other sections of this chapter. Their initial responses (in 1973) and their re-appraisal (in 1975) are indicated by (73) and (75) respectively. It must be kept in mind that two new principals are represented in the second evaluation. The responses to stimuli follow:

1. Organization

(1) (73) Adequately organized. Director in touch with teachers and administrators.
(75) The program is organized and administered well.

(2) (73) The O.A.T. project required extensive planning, as evidence by the written proposal. I suspect there would be considerable difficulty in achieving close cooperation between widely-separated individuals.
(75) As time progressed, the organization seemed to become more effective in accomplishing the goals of the program, particularly those related to the diagnosis of need and the placement of individuals.

(3) (73) Organizational planning has been acceptable adequate thus far.
(75) Well planned and acceptable.

(4) (73) Not answered.
(75) Effective but needs more coordination.

(5) (73) In my opinion, the program was well planned and organized in an efficient manner.
(75) No change.

(6) (73) Limitations of space and equipment lends itself to a lesser amount of hands on experiences. However, there is some hands on involvement with academic teaching along with limited visitations to industrial areas.
(75) No change.

(7) (73) Students are divided into two groups of eight making for a very good number with which to work.
(75) Students are divided into four groups of from two to four students in each group. O.A.T. and E.M.R. are combined and correlated. Language arts and math skills are applied to occupational studies.

(8) (73) Teacher, (name deleted), works with 10 students: five students from the 6th grade, four students from the 7th grade, and one from the 8th grade.
(75) (Name deleted), teacher, works with 9 students in the O.A.T. program. Sixth grade 4 students, seventh grade 3 students, eighth grade 2 students. These students are in the 8:30-10:00 a.m. block of time. The 7th and 8th grades are separated from the 6th grade.

2. Occupational and academic skills

(1) (73) Good mix of both occurring at the high school. Relation of one to another being shown and worked on.
(75) The application of academic skills in a work environment are being stressed.

(2) (73) Many occupational skills involve a pre-requisite academic skill, but not necessarily the reverse is true. Truly integrating the two areas of skill development will be a major development in teaching.
(75) No change.

(3) (73) Occupational consideration receives emphasis with academic skills integrated with maximum effectiveness.
(75) Some consideration is given to occupational fields with academic skill integrated into program.

(4) (73) Not answered.
(75) Well defined and useful.

(5) (73) There is evidence of some occupational and academic skills in the program. More occupational offerings might add interest to the total program.
(75) In my opinion, each of these two skills have been used to complement the other.

(6) (73) There is an attempt to make students aware of the need for and appreciation of these skills so that they may more effectively function in society.
(75) No change.

(7) (73) The emphasis of the program is job or career awareness with both math and reading relating to such.
(75) No change.

(8) (73) Academic skills-work in math and reading in class.
Study about different occupations from materials in the room.
(75) Some math is offered but more emphasis on reading and writing as well as writing some compositions.

3. Objectives, purposes

(1) (73) The objective of introducing the student to various jobs in the community appears to be progressing. The actual work experience of last spring was achieved.
(75) The objective of introducing the students to various occupational choices is being met, however, practical application appears to be inadequate.

(2) (73) Purposes and objectives of the project appear sound, and at the same time, quite ambitious. Failure to fully reach all of these should not detract from the progress made.
(75) The testing and placement aspect of the program appears to have been carried through quite well. The success of relating academic skill to occupations and occupational skills may not have been realized.

(3) (73) Objectives have been planned efficiently with purposes contineously evaluated.
(75) Considerable planning through objectives with evaluation of purposes.

(4) (73) Not answered.
(75) Defined most were met.

(5) (73) The objectives or purposes of the program are well defined and understood by the active personnel in program.
(75) The objectives were well defined and were carried out very well.

(6) (73) To develop an appreciation for the world of work in a functional manner.
(75) No change.

(7) (73) The ultimate objectives of the program are well-conceived and if achieved will fill a real need.
(75) The students are made aware of occupational opportunities in the area, and are prepared for possible employment in the particular field.

(8) (73) To teach and make students aware of jobs available in this area and what training is necessary for the jobs.
(75) To help students be more aware of future job opportunities and the necessary training that would be involved.

4. Methods of teaching

(1) (73) High school teachers involved have adjusted well. Guidance personnel have created a career counseling service available to special students.
(75) Appropriate techniques in teaching skills for the various occupations are being utilized.

(2) (73) The more practical and concrete the learning experience are, the more real and lasting learning takes place.
(75) Progress in efforts to use more concrete and practical learning experiences has been made.

(3) (73) Modern and enovative teaching methods are being employed.
(75) Methods need re-evaluation.

(4) (73) Not answered.
(75) Outstanding.

(5) (73) The teaching methods are varied and acceptable.
(75) The teaching methods were varied, acceptable, and innovative in many instances.

(6) (73) This is based generally on the level of the students moving into this area as the need arises.
(75) No change.

(7) (73) The use of field trips and a variety of audio-visual materials makes for a program which should result in less frustration and more success of the students.

(75) Field trips, resource people, audio-visual materials, occupational workbooks, group discussion, and easy reading materials are used to give students a realistic view of various occupations.

(8) (73) Film strips, library books, movies, bulletin boards, charts, art, drafting, and hands on projects, writing, reading.

5. Materials

(1) (73) Adequate.
(75) Appropriate materials to provide occupational training are available.

(2) (73) I am unaware of much commercially-prepared materials being made available. Teacher-made (and student-made) materials and use of community resource are among the best tools for learning.
(75) No change.

(3) (73) A variety of challenging materials are made available.
(75) Materials have not been developed and expanded as was hoped for!

(4) (73) Not answered.
(75) Adequate.

(5) (73) There are several materials available and a definite procedure for securing needed materials.
(75) Materials were provided by the Direction of the Project in a very commendable manner.

(6) (73) A definate deficiency is noted here. Availability of equipment to work with is definately lacking.
(75) No change.

(7) (73) So far there have been enough formal instructional materials. (See needs)
(75) Many of the available materials are too difficul. The teacher is faced to adapt and make needed materials. The student are experiencing success with materials provided.

(8) (73) Film strips, workbooks, tools; such as hammar and saw, machines, construction paper.
(75) Wookbooks, filmstrips, movies, library books, hot plate, pots and pans, looms.

6. Carry over

(1) (73) A great deal of potential is available in this area but more time is needed before judgment can be made.
(75) It is too early to adequately assess, the extent of carry over in the occupational adjustment program.

(2) (73) It is hoped that the more activity-oriented approach will make skills learning more polatable; if so, the carry over value should, therefore, be strengthened.
(75) No change.

(3) (73) Students are constantly encouraged to discuss field trips and other activities and share with others these experiences.
(75) More carry over value must be assured.

(4) (73) Not answered.
(75) Not sure.

(5) (73) There is some carry over with our resource teacher. However, the regular classroom teacher in grades 6, 7, and 8 do not benefit from this carry over very much.
(75) There is evidence of some carry over to the upper grade classes.

(6) (73) There appears to be some continuity in placing students in the E.M.R. program on a yearly basis as evidenced by his needs.
(75) No change.

(7) (73) No significant change in student performance in regular classes has been detected at this point.
(75) It appears that students are helpful to relate regular classroom activities, however no instrument has been designed to measure this.

(8) (73) The E.M.R. teacher and classroom teacher work and plan together in theme writing on trips made by the group. Discusses student's needs.
(75) The E.M.R. teacher and classroom teacher work and plan together on many projects such as writing themes of trips made, and some light library research, also some newspaper reading.

7. Teacher initiative

(1) (73) High school teachers appear to have taken the initiative in some areas of the program.

(75) Program design allows for complete freedom in implementation.

(2) (73) The overall success of the project depends heavily upon teachers' ability and willingness to "brainstorm" for ideas and carry them out.
(75) Limited teacher initiative has been evident.

(3) (73) The teacher desplays ability to plan activities and motivate pupils to their fullest.
(75) Need more hand-on rather than teacher demonstration - expanded A-V and field trips, crafts, etc.

(4) (73) Not answered.
(75) Excellent.

(5) (73) There are opportunities for teacher to be creative in her work. The program does not limit the teacher's initiative.
(75) No change.

(6) (73) Teacher initiative is making inroads to acquaint herself with improvement factors related to the purpose of the program.
(75) No change.

(7) (73) The teacher seems to feel somewhat insecure, but is willing to try.
(75) The teacher feels much more secure in the program, but realizes the need for more preparation. Superior effort and student relations have been noted.

(8) (73) Good. She does a great deal of planning such as going to the library and looking up materials, change books, plans with students for projects.
(75) Still does a great deal of planning such as looking up materials and contacting outside resource people.

8. The needs

(1) (73) More industry cooperation is needed.
(75) More laboratory experiences in a real work situation are needed.

(2) (73) Only the limitations of the subject students showed affect their growth. Defined student needs, in view of their limitations, should dictate the curriculum experiences.
(75) Additional needs of individuals appear to have been discovered through the program.

(3) (73) Additional materials of a greater variety would add to the program, along with more small group activities.
(75) Need more for continuity between teacher administrators, and pupils.

(4) (73) Not answered.
(75) More funds.

(5) (73) There should be more carry over to the regular classroom teacher since she works with these students most of the time. More opportunities for hands-on approaches need to be developed.
(75) No change.

(6) (73) Equipment and materials, space and inservice classes are vital.
(75) No change.

(7) (73) More use of materials for hands-on activities is needed.
(75) Needed materials and supplies are in short supply. If more "hands-on" materials were available, the teacher would need training in use of materials.

(8) (73) More materials: such as "hands-on" materials, motors, books that children can understand. Some of the books on hand now are to difficult. (Most of these have been sent back.)

9. Normal teaching responsibilities

(1) (73) Have been enhanced through the project with its objectives.
(75) The objectives of the program are in harmony with the classroom teachers' objectives.

(2) (73) All of us involved should guard against allowing "normal teaching responsibilities" to become a cloak behind which we avoid our responsibilities to children.
(75) The concept of so-called "normal teaching responsibilities" has been a deterrent to full success of the project.

(3) (73) The teacher is willing to accept her responsibilities and go the "second mile".
(75) Need for acceptability.

(4) (73) Not answered.

(75) Adequate.

(5) (73) This program is part of the E.M.R. teacher normal teaching responsibilities. I think she understands and accepts this as such.
(75) No change.

(6) (73) Working with E.M.R. students.
(75) Working with E.M.R. students as applied the O.A.T.'s program. This embraces academic, hands on and practical experiences and visitation to various industries.

(7) (73) Including the children involved in the O.A.T. project, there are 23 students with whom the teacher works in their regular classroom.
(75) The teacher works with 21 children identified as E.M.R. in grades 5-8. She has 15 of them in grades 6-8 in the O.A.T. Program.

(8) (73) Teacher works with students from grades 2-8, particularly in the area of reading and language arts.
(75) Teacher works with students from grades 2-8, particularly in the area of reading and language arts.

10. Community and parent reaction

(1) (73) Positive.
(75) Favorable in most instances.

(2) (73) Community reaction is obviously generally good in view of business and industry response. I am unaware of specific parent reaction.
(75) Has been good.

(3) (73) There has been a positive reaction toward the program by parents and the community.
(75) Little or no contact.

(4) (73) No answer.
(75) Good.

(5) (73) There has been a small percentage of parents responding in a positive manner. There has been no known negative response from parents or community.
(75) We received only positive community and parent reaction.

(6) (73) Nominal parental response.
(75) There appears to be a very positive reaction. We have had no unfavorable comments.

(7) (73) It is questionable whether the community has any awareness of O.A.T., and the general reaction of the parents of O.A.T. children is one of indefference.
(75) Parents have either responded favorably or not at all. There has been no negative reaction. These parents do not usually respond to school program.

(8) (73) No comments either positive or negative.
(75) Parents appears to like the course.

11. Flexibility and democratic process

(1) (73) Present.
(75) Good.

(2) (73) Within broad limits, teachers should be encouraged to find the methods and style that best suits the mutual needs of themselves and students.
(75) Flexibility and group decision-making have been positive elements of the program.

(3) (73) On the local school level, flexibility has been the keynote and decisions have been made by employing the democratic process.
(75) Not answered.

(4) (73) Not answered.
(75) Good.

(5) (73) There seems to be flexibility in the program. The democrates process has been, and will be used to improve the program.
(75) Changes came about because the program was flexible. I saw evidence of the democratic process in action several times in the program.

(6) (73) There is generally academic freedom granted with functional purpose.
(75) Due process is used in securing parental permission to move the students into the program. Parents are contacted in securing their permission to allow their child to become a part of the program.

(7) (73) There probably should be more student involvement in deciding what the major units of study are to be.
(75) Children were involved in decisions of what to do. A survey was taken from children to determine units of study.

(8) (73) Flexible, and children does participate.

(75) Very flexible. The students assist the teacher in planning places to visit. This process seems to improve behavior.

12. Administrative participation

(1) (73) We have been given ample opportunity for in-put.
(75) Adequate.

(2) (73) I have personally participated at what I consider a minimum leave. Ideally, I would be actively and continuously involved.
(75) I have participated to what I consider a reasonable degree.

(3) (73) The director has adequately planned and followed through with administrative matters.
(75) Sufficient plans and directive has been offered.

(4) (73) Not answered.
(75) Very little.

(5) (73) There are opportunities for administraters to participate.
(75) No change.

(6) (73) Conferences from time-to-time with the instructor to evaluate the program.
(75) No change.

(7) (73) There is a need for more administrative involvement at the school level.
(75) No change.

(8) (73) The county has provided funds and allocations for program.
(75) Don't seem to have as much financial assistance this year as last year. (We suppose that funds were short this year, but the class hasn't suffered from it.)

13. Gains

(1) (73) Students appear to be more purposeful than in the past.
(75) Many students, have experienced success, perhaps for the first time, evidenced by their being re-evaluated and placed in a regular curriculum.

(2) (73) Not answered.
(75) There have been gains in parental involvement, student identification and diagnosis, placement of students, and in some curricular changes.

(3) (73) Sufficient progress has been made in the program.
(75) Some what disappointing.

(4) (73) Not answered.
(75) Difficult to obtain.

(5) (73) Some gains are a better program for E.M.R. students than regular classroom program, more materials, and opportunities for teacher to improve teaching methods.
(75) No change.

(6) (73) I feel the program has developed some positive factors within the student relative to purpose.
(75) No change.

(7) (73) As yet there are no really significant gains.
(75) Students have improved attitudes and conduct both on field trips and in class. It is obvious that some knowledge has been gained through the studies.

(8) (73) Not a fair means of measurement at this time.
(75) The students seem more mature and more aware of job opportunities this year. Also interest level of students remains high. Some children are reading more from library.

14. Pupil attitudes and cooperation

(1) (73) Students discipline has improved considerably according to Assistant Principal records.
(75) Positive.

(2) (73) Not answered.
(75) I believe that there has been some positive change.

(3) (73) Pupil attitude have generally been positive with the exception of one or two instances.
(75) Attitude positive, however, level of attainment has varied little.

(4) (73) Not answered.
(75) Good.

(5) (73) The pupils have mostly positive attitudes for the program. They are usually cooperative.
(75) No change.

(6) (73) On the part of some students there is a very positive attitude and workable cooperation.

(75) No change.

(7) (73) There has been a slight improvement in student attitudes.
(75) Greater improvements have been noted.

(8) (73) Has always been good.
(75) Very good. Probably due to the above statements affect the students.

15. Continuation

(1) (73) If a true evaluation is to take place more time is needed. There presently appears to be some success for the student participating.
(75) The precepts as well their practical application are worthy of continuation.

(2) (73) Not answered.
(75) Efforts to find ways of making the school experience relevant and to help students develop a positive self-image should be our goal.

(3) (73) With proper evaluation and adjustments, continuation of the program should be implimented.
(75) With proper adjustment program should continue.

(4) (73) Not answered.
(75) Yes.

(5) (73) The program should be continued and perhaps expanded.
(75) No change.

(6) (73) Continuation of the program should be extended with improvement to be made with tools with which to work and upgrade the program.
(75) No change.

(7) (73) Any conclusions as to the continuation of any of all of the program would be premature at this point.
(75) We definitely shall continue this program.

(8) (73) Not answered.
(75) Yes.

16. Ideas by teacher

(1) (73) Teachers have contributed ideas and they have been accepted and put into practice.
(75) Teacher in-put has been solicited and has become a part of the program.

(2) (73) Not answered.
(75) Major growth or change has not been evident to me.

(3) (73) More attention should be given to ideas and suggestions from the teacher.
(75) Teacher should follow-up on initial phylosophy.

(4) (73) Not answered.
(75) Great but need more.

(5) (73) Teachers would like more opportunities to share ideas with each other. They feel this in more effectiveness than any other approach to staff development. They would welcome passive administrative participation.
(75) Ideas by the teacher were incorporated into the program.

(6) (73) Ideas may be somewhat limited because of a lack of experience and training. However, there is a willingness to improve.
(75) As the program moves ahead, the teacher becomes more cognizant of the intent of the need for the program, also there is a greater variety of experiences afforded for the students.

(7) (73) She likes the program but feels she is lacking in a wide enough range of skills to be effective in each unit.
(75) No change.

(8) (73) Average.
(75) Teacher has developed some interest reading materials such as Richard Petty's car racing, newspaper.

17. Implementation and operation

(1) (73) Both have gone smoothly at the high school.
(75) Both implementation and operation have been integrated into the total school program.

(2) (73) There seems to have developed some confusion as to what has to be done and what may be done.
(75) The mechanics of the program seemed to run more smoothly as time progressed.

(3) (73) Program was smoothly implimented and the operation has been acceptable.
(75) Planning for the future of the program should occur at this point.

(4) (73) Not answered.
(75) Good.

(5) (73) The program has been implemented and seems to be operating real well.
(75) No change.

(6) (73) The program is carried on in a rather limited way because of the lack of availability of equipment, space, and materials.
(75) No change.

(7) (73) The program is running smoothly.
(75) The program can be implemented more smoothly next term as a result of placement testing completed.

(8) (73) O.K.
(75) Good.

18. Teacher change

(1) (73) Teachers had position attitude to begin with. Both are enjoying working within the project framework.
(75) Positive attitude displayed by both teachers. It is hoped that as needs and perceptions change a resulting change will occur in techniques and methods.

(2) (73) Not answered.
(75) No major changes apparent.

(3) (73) Not answered.
(75) Not answered.

(4) (73) Not answered.
(75) Not recommended.

(5) (73) There is an opportunity for E.M.R. teacher to change. There is very little opportunity for other teachers to change.
(75) If the teacher changed as a result of this program, I think it was a positive change. Our teacher had excellent ideas on this at the beginning.

(6) (73) The instructor operates within the atmosphere of change for improvement.
(75) I feel the teacher has become very positive toward the program as she realizes more and more the need to provide experiences that will support the student later in life.

(7) (73) She seems to have found a practical purpose for E.M.R. activities.
(75) No change.

(8) (73) Teacher appears to be more involved in looking up materials.
(75) We expect no teacher change this year. Teacher's attitude is good toward the program.

19. Classroom study of community business and industry.

(1) (73) Excellent.
(75) Extensive.

(2) (73) The increased emphasis on community businesses should broaden student's interests and provide a greater base on which to make decision.
(75) Some purposes in this area were realized.

(3) (73) Not answered.
(75) Not answered.

(4) (73) Not answered.
(75) Outstanding.

(5) (73) This is present in E.M.R. classroom but not in the regular classroom in grades 6, 7, and 8.
(75) This was a very helpful part of the program.

(6) (73) This is carried on in a limited amount due to limited transportation.
(75) No change.

(7) (73) There is a need to share with regular students.
(75) The study would benefit all students in the regular classroom.

(8) (73) Good. Well covered.
(75) Studied more in class and visited less, but did have an opportunity to select places to visit.

20. Teacher training, development

(1) (73) Excellent opportunities have been afforded teachers in this area.
(75) Ample opportunities have been provided for professional growth.

(2) (73) Not answered.
(75) No change.

(3) (73) Not answered.
(75) Not answered.

(4) (73) Not answered.
(75) Good.

(5) (73) The workshop conducted during the summer and meetings since then have provided some opportunities for E.M.R. teacher training and development. This needs to be expanded to include all teachers who teach these students.
(75) No change.

(6) (73) Instructor is being involved in inservice classes.
(75) No change.

(7) (73) The O.A.T. teachers need training in specific areas of weaknesses, or else they should be shifted from school to school for more complete utilization of present skills.
(75) More teacher training is needed. I would not recommend shifting teacher from school to school, as students need the security of one teacher. More resource people will be helpful.

(8) (73) The teacher has been involved in tow workshops: Community college for a week before school started. 1/2 day at school with the Vocational Workshop Personnel.
(75) Teacher attended a two day workshop at Wilkes Central before school started in the fall of 1974.

PUPIL ENROLLMENT

A thesis of Project O.A.T. was that pupils become more prepared for the world of living and work the longer that they remain in school. Two sections, PUPIL EMPLOYMENT and GRADUATES AND DROP- OUTS, deal with available evidence of employability. This section deals with the duration of time that pupils actually remained in school.

Prior to the project period, only at the high school levels were records maintained with consistency so as to describe the number of educable mentally retarded pupils receiving special educational services. Too, several elementary schools provided services to EMRs in the lower elementary grades but not in the middle and the upper grades. The study of pupil enrollment is, unfortunately, limited by these facts to an investigation covering the formal project period. With such a limited perspective for comparison, results must be taken with caution.

Table 2 shows that the number of pupils dropping out of school in both the elementary and the high school grades declined substantially from 73-74 to 74-75. The number of pupils enrolled, however, increased at all levels. The number of pupils discontinued from services for some other reason, such as moving, death, re-evaluation, etc., also increased substantially. The number of graduates remained unchanged.

The decrease in the number of drop-outs is significant, but whether that decrease represents a result of Project O.A.T. or an improved evaluation and placement procedure, as discussed in the section DESCRIPTION OF PUPILS, or other factors is not clear. Data from prior years would have been useful. Several pupils from all grade levels were discontinued from special educational services. If these pupils were the most likely to drop out, then their removal by re-evaluation would necessarily reflect a change in the drop-out rate. The project director suggests that this was probably not the case. Indeed, it is plausible that the effect of removing pupils who least needed the services resulted in more improved services for those who were most in need of special educational services and, thus, were the pupils who were most likely to drop out of school.

Table 3 shows that almost three times more males than females drop out. This is more than the proportion of males to females who received services; which is two to one. The drop-out rate was greatest at the time that pupils attained legal age. There is some indication that as pupils are retained longer such factors as marriage, pregnancy, legal

Table 2. Enrollment and Drop-Outs among Educable Mentally Retarded Pupils in Project O.A.T.[1]

School Year	Elementary Grades[2] 6-8				Senior High Grades 9-12				Total Target Population		
	Enrollment	Drop-Outs	Other[3]	% Drop-Outs	Enrollment	Drop-Outs	Other	% Drop-Outs	Enrollment	% Drop-Outs	Graduates
74-75	107	3	19	2.8%	54	11	17	20.4%	161	8.7%	4
73-74	87	8	1	9.2%	43	14	2	32.6%	130	16.9%	4
72-73	-	-	-	-	48	14	7	29.2%	-	-	2
71-72	-	-	-	-	51	11	5	21.6%	-	-	0

[1] Includes all pupils who received special educational services. (Refer to DESCRIPTION OF POPULATION.)

[2] Services were not present in all schools and/or grade levels prior to the 73/74 school year.

[3] Pupils who were discontinued for other reasons: Death; transferred to other schools; re-evaluation; etc.

Table 3. Number of Drop-Outs Listed by Month, Sex, and Reason.*

School Year	GRADE	7		8		9		10		11		12		Total		Legal Age		Work		Married		Other	
	Sex / Month	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		M	F	M	F
1974-1975	Mar.-May				1										1		1						
	Dec.-Feb.			2		1		2						5		4		1					
	Sept-Oct.					2		1						3		2		1					
	June-Aug.					2					1	1	1	3	2					1	1		2
	Total			2	1	5		3			1	1	1	11	3	6	1	2		1	1		2
1973-1974	Mar.-May			2					1	1				3	1	2				1	1		
	Dec.-Feb.			2	1	2							1	4	2	3	1				1	1	
	Sept-Oct.			2		3		2	1		1	1		8	2	7	1					1	1
	June-Aug.			1				1						2		1						1	
	Total			7	1	5		3	2	1	1	1	1	17	5								
1972-1973	Mar.-May					1		1		1				3		1		1				1	
	Dec.-Feb.					2		1		1				4		2		2					
	Sept-Oct.						1	3						3	1	2		1					1
	June-Aug.					1	1			1				2	1	1	1	1					
	Total					4	2	5		3				12	2								
1971-1972	Mar.-May							1						1		1							
	Dec.-Feb.					2			2					2	2	2	1						1
	Sept-Oct.					2		1			2			3	2	3					2		
	June-Aug.							1						1		1							
	Total					4		3	2		2			7	4								

*No accurate information available for elementary grades prior to 1973-74.
Sixth grade pupils not included.

and home problems begin to have a significant affect. Relatively few pupils dropped out with the primary intention to work. Even though most pupils who dropped out when they reached age sixteen indicated that their intention was to work, the desire to leave school appeared to supercede the desire to work.

ATTITUDES OF PUPILS

In order to provide some measure of the affect of Project O.A.T. upon the attitudes of pupils, an instrument was developed and then administered four times during the project period; at the beginning and the end of each of the two school years. A description of the design, computational procedure, and a sample test appears in Appendix D. What follows is a discussion of the results.

Table 4 shows that the correlation of pre and post tests for each school year (Fall test and Spring test) yielded a .01 level of significance for the total group. The same level of significance was obtained for both sixth and seventh graders during both the 73-74 and the 74-75 school years. For eighth graders, a .05 level of significance was obtained for the 73-74 school year, but no significant correlation was obtained for the 74-75 school year. The size of the groups for grades nine through twelve were too small for any reliable predictions. For the total group, there was a .05 level of significant correlation for Spring 74 with Spring 75 tests. There was no significant correlation between Fall 73 and Fall 74 tests nor between Spring 74 and Fall 74 tests. This suggests that test scores tended to be similar during the school year but were not predictable from school year to school year.

Mean scores are provided in Table 5. The mean score increased for both years for the total group, although the increase was greater for the second year of the project (74-75). The mean decreased slightly for sixth graders for both years. There was an increase for all other grade levels for 73-74. For the 74-75 school year, no change in the mean scores appeared for seventh graders. However, a substantial increase occurred for eighth graders. It must be noted that the eighth graders in 73-74 were ninth graders in 74-75. A considerable drop in the mean had occurred in the Fall of 74 which suggests a decrease in positive attitudes as those pupils entered a new school. The greatly improved mean for this group in 74-75, thus, was a reflection of the significant effect of school changing. The mean for the eighth graders returned to a level comparable to the mean scores of 73-74.

The non-administration of the test instrument to ninth through twelfth grade pupils for Fall 74 resulted when the teacher found little value in the effort. The mean scores, in comparison to one another, tended to be higher for each grade level and, generally, tended to increase. On the other hand, the means for individual schools were variable. School #3, for instance, had a decrease in the mean score during the 73-74 school year while the mean increased substantially for 74-75. The new teacher at that school for the second year of the project may have been the significant factor affecting that change, rather than the influence of Project O.A.T. School #7 had an increase in 73-74 and had a decrease in 74-75. Schools that had increases during the first year continued to have increases the second year. Schools with decreases continued to have decreases.

If scores on the Pupil Attitude Test are indicative of attitudes, it would appear that, overall, attitudes were positive, tended to increase, and tended to be somewhat higher the higher the grade level. There is not sufficient evidence to determine, in general, whether this change resulted from Project O.A.T. or from factors, such as, test familiarity, testing error, new teachers, or other factors that could not be controlled. The decrease in the mean for pupils moving from the elementary school to the high school (Grade 8) and the increase in the mean for the 74-75 school year when a new teacher assumed responsibility (School #3) suggests the importance of these other factors. It should also be kept in mind that EMR pupils received special educational services (generally a separate class) one to two hours each day. The remainder of the day was spent in the regular class. Responses to the test may indicate reaction to regular class more than special program activities.

A correlation between I.Q. scores and attitude test scores was the only factor that was eliminated statistically when no significant level of correlation was found. This suggests that the instrument was measuring something other than intelligence and the correlate of intelligence achievement. The project director suggests that the Pupil Attitude Test was measuring attitudes of pupils but cautions as to how much of the change that occurred can be accepted as a result of Project O.A.T. Too, since no measures of attitudes for these pupils were available for previous years, the amount of expected change was indeterminable. Thus, it can only be assumed that the positive increases in mean scores are better than decreases.

Table 4. Correlations for Pupil Attitude Test

Group	Number	Fall 73 - Spring 74	Fall 74 - Spring 75	Fall 73 - Fall 74	Spring 74- Spring 75	Spring 74- Fall 74
Total	125	.624**	.459**	.102	.159*	-.122
Grade 6	55	.607**	.688**	.398**	.218	.270*
Grade 7	24	.595**	.495**	.361	.129	-.066
Grade 8	24	.436*	.184	-.347	.110	-.307
Grade 9	7	.625	-	-	.203	-
Grade 10	2	-	-	-	-	-
Grade 11	9	.871**	-	-	.448	-
Grade 12	4	.961**	-	-	-	-

* = .05 Level of Significance.

** = .01 Level of Significance.

Note: There was no significant correlation between intelligence test scores and **Pupil** Attitude Test scores.

Table 5. Mean Scores and Gains for Pupil Attitude Test

Group[1]	Number	Fall 73	Spring 74	Gain	Fall 73	Spring 75	Gain
Grade 6	55	7.1*	6.3*	-.8	11.1*	10.7*	-.4
Grade 7	24	8.7	7.9	.8	10.1	10.1	0
Grade 8	24	10.7*	11.5*	.8	2.1*	9.6*	7.5
Grade 9	7	14.3	21.9	7.6	-	16.3	-
Grade 10	2	13.5	16.5	3.0	-	13.0	-
Grade 11	9	13.9	15.7	1.8	-	7.8	-
Grade 12	4	24.5	25.8	1.3	-	-	-
Total	125	9.6	9.9	.3	7.2	10.2	3.0
School 1	36	14.8	17.2	2.4	-	10.6	-
School 2	11	8.2	9.4	1.2	17.5	19.7	2.2
School 3	17	8.1*	7.5*	-.6	9.2*	17.2	8.0
School 4	20	11.1	6.6	-4.5	11.6	7.5	-4.1
School 5	10	7.3	4.8	-2.5	8.5	2.4	-6.1
School 6	9	5.6	7.2	1.6	11.2	14.3	3.1
School 7	11	2.9	7.9	5.0	2.6	0.1	-2.5
School 8	11	6.3	5.5	-.8	9.6	6.7	-2.9

[1] Grade levels were the grades in which pupils were enrolled in the 1973-74 school year only. They were considered to be with the same group in 1974-75 for statistical purposes.

* = .05 Level of Significance computed by the F test for homogeneity of variance.

PUPIL ACHIEVEMENT

The Wide Range Achievement Test (W.R.A.T.) was administered at the beginning and at the end of the project. The W.R.A.T. offered the advantages of individual administration, limited testing time, standardization, range of norms, strict academic subtests (Reading, Spelling, Arithmetic), and instructional utility. Project teachers were instructed in its use and were responsible for administering it.

The related T test yeilded a level of significance at .01. Although there is a high relationship between pre and post tests, the gains in achievement demand the greatest amount of consideration in this discussion. Table 7 provides the mean grade equivalent levels by groups for pre and post tests and for gains. Overall, gains in arithmetic were the greatest of the three subtests. Reading gains were somewhat greater than those for spelling. Arithmetic gains for males and females were similar. However, females had greater gains than males for both reading and spelling subtests; almost three times greater gains for reading. This may reflect the interests of the greater number of female special education teachers (1 male and 8 females in 73-74 and 2 males and 7 females in 74-75). The difference in gains may also reflect overall differences in abilities for females in the area of language. It may also account for the proportionately fewer females (one-half the number of males) receiving special education for the retarded. Insufficient evidence is presented to support these contentions.

Gains at each grade level were similar to one another and to the total group. The smaller groups were probably a significant factor attributing to the erratic and, undoubtedly, unrepresentative gains in grades 9, 10, 11, and 12. When comparing schools to one another, gains were different for the subtests and for the total amount of gain. Though sampling error could account for some of these differences, the dissimilarity of subtest gains strongly suggest differences in instructional emphasis at the several schools

In order to determine their relevance, achievement gains must be compared to the gains that were expected. With an average group of pupils, one year of educational growth would be expected for each year of school. Table 6 compares the data of the first administration of the W.R.A.T. given to all pupils placed in special education classes for the educable mentally retarded. The population was changed over the two years of the project as criteria/for evaluation and placement procedures disqualified several pupils from special educational services. However, this was the initial group of pupils that teachers worked with for a substantial portion of the project's duration. Table 7 is restricted to that group of pupils who were re-evaluated during the course of the project and remained at the end of the project period. Table 7, therefore, represents more accurately the identified EMRs, whereas, Table 6 represents those pupils who were involved in Project O.A.T. (excluding TMR pupils).

The range, as seen in Table 6, shows a wide distribution of grade equivalent levels for each grade. This suggests that there is also substantial diversity in regard to individual capacities for learning. The range of standard scores suggests the same diversity. (W.R.A.T. standard scores are comparable to I.Q. scores.) Diversity in abilities for this group of EMR pupils is not surprising, but it does point out the fact that gains for many pupils have been substantial and significant over the course of their education.

The overall change in the mean, if all groups were considered to be equal in regard to every other factor - which they are not - suggests that very little gain, approximately .2 years of gain, could be expected each year. So, for a two year effort, .4 years of gain would be expected. Eliminating from the sample those pupils who did not qualify for special services, the expected gain would be somewhat lower. This rough estimation of expected gain should be viewed with caution when assessing the achievement affected by Project O.A.T. The direction of the project shifted attention away from a strict emphasis upon academics and concentrated on the academics that would make pupils more occupationally prepared. Therefore, if Project O.A.T. was successful in changing emphasis, the Wide Range Achievement Test, and other similar measures, would be less indicative of growth in achievement. No test of academics for occupational preparedness was administered. Because W.R.A.T. achievement gains can not be compared to other, more appropriate, achievement measures, the effectiveness, or ineffectiveness, of Project O.A.T. must be cautiously weighed in slight favor of effectiveness.

Table 6. Grade Equivalent Levels and Standard Scores by Grade Levels for First Administration of W.R.A.T. to 106 Project O.A.T. Pupils.

GRADE LEVEL	NUMBER	AGE RANGE	READING				SPELLING				ARITHMETIC			
			GRADE LEVEL		STANDARD SCORE*		GRADE LEVEL		STANDARD SCORE		GRADE LEVEL		STANDARD SCORE	
		yr.-mo.	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
12	4	19-4 to 17-4	4.2	2.2-7.3	72	62-87	4 18	3.0-6.1	71.5	66-81	4.5	3.9-5.3	73	70-77
11	10	18-7 to 16-5	4.85	2.2-6.9	75.3	62-86	4.91	3.3-8.1	75.4	67-92	4.57	1.9-6.3	73.9	60-83
10	3	17-1 to 15-5	5.83	2.6-8.3	81	64-95	5.97	3.7-7.4	81.3	69-90	3.7	2.3-4.9	69	62-75
9	11	17-4 to 14-6	3.68	2.0-5.2	69	59-77	3.21	2.6-4.6	66.6	63-75	3.85	2.3-4.9	69.9	62-76
8	22	15-11 to 13-3	2.98	1.3-6.3	65.7	56-84	3.3	1.9-5.5	67.6	60-80	3.85	.4-5.7	70.6	51-82
7	23	15-1 to 12-9	2.74	.9-4.6	66	54-80	3.24	1.9-5.2	68.9	60-83	3.5	1.9-5.3	70.5	60-84
6	33	13-11 to 11-5	2.64	.9-8.1	68.3	56-98	3.03	1.9-5.3	70.5	63-90	3.02	.8-4.9	70.3	55-83

*The WRAT standard score has a mean of 100 and a standard deviation of 15.

Table 7. W.R.A.T. Mean Grade Equivalents and Gains.

Total (98 pupils)

	Pre	Post	Gain
Reading	2.84	3.19	.35
Spelling	3.11	3.36	.25
Arithmetic	3.16	3.63	.47

Males (65 pupils)

	Pre	Post	Gain
Reading	2.48	2.70	.22
Spelling	2.78	2.99	.21
Arithmetic	3.22	3.70	.48

Females (33 pupils)

	Pre	Post	Gain
Reading	3.56	4.16	.60
Spelling	3.77	4.10	.33
Arithmetic	3.05	3.51	.46

Grade 6 (32 pupils)

	Pre	Post	Gain
Reading	2.34	2.65	.31
Spelling	2.69	2.96	.27
Arithmetic	3.14	3.56	.42

Grade 7 (27 pupils)

	Pre	Post	Gain
Reading	2.59	3.08	.49
Spelling	2.87	3.17	.30
Arithmetic	2.78	3.33	.55

Grade 8 (15 pupils)

	Pre	Post	Gain
Reading	2.70	3.11	.41
Spelling	3.08	3.32	.24
Arithmetic	3.28	3.22	-.06

Grade 9 (10 pupils)

	Pre	Post	Gain
Reading	3.11	3.34	.23
Spelling	3.46	3.52	.06
Arithmetic	3.54	4.23	.69

Grade 10 (6 pupils)

	Pre	Post	Gain
Reading	3.50	3.62	.11
Spelling	3.02	3.08	.07
Arithmetic	3.80	4.30	.50

Table 7 continued,

Grade 11 (4 pupils)

	Pre	Post	Gain
Reading	5.58	5.38	-.20
Spelling	5.03	5.20	.17
Arithmetic	2.85	4.63	1.78

Grade 12 (4 pupils)

	Pre	Post	Gain
Reading	4.75	5.30	.55
Spelling	5.60	6.23	.63
Arithmetic	3.83	4.38	.55

School 1 (24 pupils)

	Pre	Post	Gain
Reading	3.89	4.08	.19
Spelling	3.97	4.14	.17
Arithmetic	3.54	4.34	.80

School 2 (12 pupils)

	Pre	Post	Gain
Reading	2.59	2.93	.34
Spelling	2.73	2.88	.15
Arithmetic	3.58	3.63	.06

School 3 (16 pupils)

	Pre	Post	Gain
Reading	1.97	2.36	.39
Spelling	2.69	2.84	.15
Arithmetic	2.62	3.06	.44

School 4 (13 pupils)

	Pre	Post	Gain
Reading	2.92	3.18	.27
Spelling	2.78	3.26	.48
Arithmetic	3.29	3.62	.32

School 5 (7 pupils)

	Pre	Post	Gain
Reading	2.60	2.84	.24
Spelling	3.17	3.13	-.04
Arithmetic	3.24	3.47	.23

School 6 (9 pupils)

	Pre	Post	Gain
Reading	2.48	3.22	.74
Spelling	2.70	3.14	.44
Arithmetic	3.16	4.10	.95

Table 7 continued,

School 7 (9 pupils)

	Pre	Post	Gain
Reading	2.50	3.08	.58
Spelling	3.06	3.34	.28
Arithmetic	2.81	2.92	.11

School 8 (8 pupils)

	Pre	Post	Gain
Reading	2.71	2.99	.28
Spelling	2.98	3.34	.45
Arithmetic	2.61	3.13	.52

EMPLOYMENT

In regards to Project O.A.T. design and objectives, the encouragement of pupils to acquire experience in work situations prior to graduation was a major component of the project. The comparison of Table 8 with Table 9 shows little overall change in the proportion of pupils attaining employment for years 1973 and 1974. Some slight differences should be noted however. Too, the success of placing pupils onto jobs deserves to be discussed.

Reports of summer work experience for earlier years and for 1975 are, unfortunately, not available for this report. However, the reports for 1973 and 1974 do show that a large number of pupils (approximately one-third) were employed. The veracity of the job reports made by pupils themselves were supported by the project director's inquiries. Proportionately more sixth and seventh grade pupils reported to have worked in 1974 than in 1973. A supposition is that Project O.A.T., especially those aspects involving occupational exploration, was responsible. However, other factors, such as, reluctance to report work experiences in 1973, false reports, other community or school programs, or changes at home could account for the increased number of reported jobs. It demands to be noted that the job training-placement component was designed to operate at the high shcool level and that no significant changes occurred there. Field trips and classroom activities related to the world of work were more prevalent in the lower grades.

In 1974, most jobs tended to last for the entire summer. In contrast, the length of jobs for the previous, 1973, summer tended to be either of short duration or for the entire summer. This suggests that employability of pupils may have increased from 1973 to 1974.

As discussed in COMMUNITY INVOLVEMENT, the economy and the willingness of employers to be involved are important ingredients in the operation of a job training-placement program and should be taken into consideration. In addition to these are factors which represent a reluctance to be employed. This reluctance was frequently a greater obstacle than the availability of job training sites. Even though these other factors often represented just individual cases in the population studied, the incidence could be considerable and worthy of recognition. The type, level, or pay of available work was considered inadequate by some pupils. There were those who did not want to work or to participate in job training. Some wished to remain on campus with friends. Concern for loss of welfare benefits prevented some pupils from accepting employment. Transportation was a frequent determinant as to whether jobs were sought. A recognition that some jobs were "considered" for males or females or blacks or whites was an evident concern. The desire to work where friends or relatives worked was a self-imposed limitation. The preference for "easy" as opposed to "hard" work closed possibilities. On the other side of the group were pupils whose attitudes were to gladly choose any alternative to school and pupils who wanted (or needed) to make money, by any means available. Counselling and classroom preparation was able to influence certain of the above conditions.

Despite the apparent difficulties, there were several successes. It should be pointed out that some jobs were secured by the direct assistance of the project director. Pupils were strongly encouraged to search out and secure job training through their own efforts whenever possible. The guidance of teachers and the project director were always available. On one occasion, an employer made a personal appearance in search of trainees. On another occasion, an employer requested more trainees after employing one. In 1973, seven pupils were placed on jobs obtained by the director. Many other jobs were gotten by pupils themselves. In 1974, four pupils were directly placed by the director, while substantially more jobs were gotten through the efforts of pupils themselves. Job training secured by pupil's own efforts tended to be more satisfactory with pupils and tended to last longer.

Reports from employers indicated, with few exceptions, that pupils as trainees met the qualifications of their jobs, benefitted from the training, and satisfactorily performed the functions and the responsibilities of the work. For both years, only one complaint was ever received by the project director regarding any trainee: A trainee failed to notify the employer before an absence.

Considering the size of the target population and the small number of pupils who were eligible for job training-placement, the successes are significant. So, too, are the problems. Abandonment of the positive aspects of job training because of the difficulties involved is to overlook the apparent need. Such training may be most dependent upon the longevity of the effort to change the attitudes, both in and outside the school, that have been long in developing. A continuing period of occupational preparation and training as well as some changes in the flexibility of the job training-placement procedure may prove more meaningful in understanding both the need and the affect of job training in school programs for the mentally retarded.

Table 8. Pupils' Self-Report of Summer Jobs, 1973[1]

				Hours Per Week			Length of Job (in months)				
Grade	Pupils Reporting	Pupils with Jobs	Drop-Outs who Worked[2]	No Report	Part-Time	Full-Time	No Report	0-1	1-2	2-3	3+
12	6	5	2			5		1		2	2
11	12	9	1	1	2	6		1		3	5
10	6	4	3			4	1	2			1
9	15	7	2	1	2	4				3	4
8	29	11	2	2	2	7	4	1	1	5	
7	23	2		1	1		2				
6	35										
Total	126	38	10	5	7	26	7	5	1	13	12

[1] Both in 1973 and 1974, jobs recognized had to be outside of the home and for an established company. Work at home or on their farm, lawn mowing, and babysitting, are examples of jobs that were excluded from this report. In this catagory, the number of pupils reporting to have worked exceeded the number who reported not having worked.

[2] For both 1973 and 1974, includes pupils who dropped out between September and May. This does not include pupils who dropped out prior to the opening of school. These pupils were not included in Hours Per Week and Length of Job.

Table 9. Pupils' Self-Report of Summer Jobs, 1974

Grade	Pupils Reporting	Pupils with Jobs	Drop-Outs who Worked	Hours Per Week			Length Of Job (in months)				
				No Report	Part-Time	Full-Time	No Report	0-1	1-2	2-3	3+
12	8	7				7				2	5
11	4	2			1	1			1	1	
10	12	8	1		1	7	2	1		2	3
9	20	11	2	2	2	7	6			4	1
8	27	9			3	6		2	2	4	1
7	34	4			2	2		2	2		
6	39	5			3	2	1	1	2	1	
Total	144	46	3	2	12	32	9	6	7	14	10

GRADUATES AND DROP-OUTS: WORK MAINTENANCE

During the twenty-third month of the project period, the project director contacted by phone or in person the graduates and the drop-outs who had participated in Project O.A.T. at the high school level. The purpose of the follow-up was to determine the number of pupils in each group who were employed several months after leaving school

Five of six graduates were working at jobs in the community. The other graduate was taking technical training at the nearby community college. Only one of those working had changed jobs since graduation. Two were married and had purchased homes.

Only fourteen of twenty-eight drop-outs could be located. Seven were employed and one was successfully serving in the armed forces. Five were married. Of those who were married, three were employed. Several who were unemployed had had jobs since leaving school but were either laid-off, fired, or quit. Six of the seven who were working had changed jobs one or more times since leaving school. Two were living away from home. One had purchased a home.

COMMUNITY PARTICIPATION

Involvement with Project O.A.T. by the community ranged from enthusiastic participation to acquiesence and, sometimes, polite avoidance. Because a project of the type undertaken requires, at least, the interested consent of employers, public service agencies, and other groups, their involvement is considered relevant to other school systems with similar objectives.

Employers were asked to participate in several ways. In all, thirty two employers were involved to some extent. Their assistance was requested to inform teachers, through tours and meetings, about their businesses and industries and the various occupations found there. In regards to this, all employers contacted were most cooperative and helpful. Several employers provided materials and supplies that were very useful and appropriate classroom instructional aids; employee manuals, product samples, films, slide presentations, raw materials, etc. Many employers willingly provided tours, although, some refused. One large company, which had a reputation for refusing school groups by contending that production would be impaired, participated on a trail basis. They found that the production was not affected adversely, and, may even have increased on tour days. They willingly agreed to more tours.

The job training component was entirely dependent upon the agreement of local employers. Like other requests, agreement to employ pupils varied. Most decisions to hire a pupil as a trainee were based upon the current employment needs of the company, which put the hiring of pupils directly at the mercy of the economy. On a few occasions, job positions were created in order to train pupils. For the most part, O.A.T. pupils competed with others. While some employers saw both immediate and long range benefit to their company and to the pupil, reasons for not employing pupils were many. Major reasons were commitments to employ children of employees first and preference for pupils employable for full-time, year-around work. Subtle reasons did surface, such as, the mental abilities of pupils, prior experience, and race. Several employers stipulated age requirements and graduation requirements as prerequisites even though legal agreements to waive some requirements could have been arranged. Seldem were job qualifications an issue in the hiring of Project O.A.T. pupils.

Involvement of other agencies to mutually provide services met with limited success. Some pupils who were unable to secure employment through the efforts of Project O.A.T. were able to attain jobs supported by the Neighborhood Youth Corps administered by Social Services and by the Blue Ridge Opportunity Commission. Social Services also provided some guidance to the project director in regards to interuption of benefits to welfare recipients whose children were employed. The N.C. Employment Security Commission provided aptitude testing (General Aptitude Test Battery) and employment counselling to juniors and seniors and prior graduates. This service was very useful in supplementing those efforts made by Project O.A.T. Vocational Rehabilitation, because of cuts in their funds, had to withdraw previous committments for testing, counselling, job placement, medical care, required work clothing, training, and monetary assistance to participating employers. V.R. did agree to provide assistance to drop-outs and graduates, though not to pupils who remained in school. Wilkes Community College was contacted about providing instructional assistance in the classroom, development of educational materials, use of facilities, and teacher training. Though mutual exchange was never made, W.C.C. provided accommodations for a teacher training workshop. The Northwest Regional Education Center was requested to assist in teacher training and material development. The regional consultant for special education spent one day assisting with the instruction of teachers. Appalachian State University provided academic credit to teachers participating in a summer workshop to begin the project. The

New River Mental Health Clinic was asked to provide testing services. Although no direct testing services were provided, New River facilitated contacts with A.S.U. students who were able to complete some practice testing. The Special Education Instructional Materials Center provided the project director with the opportunity to review relevant materials. The Material Development Center, an extension of the S.E.I.M.C., indicated a willingness to provide assistance, but did not when requested.

Without doubt, the agency which was most willing to be involved in reaching the objectives of Project O.A.T. was the Wilkes Chamber of Commerce. The executive secretary provided not only useful guidance to the project director, but many letters of introduction that opened doors to many local companies. With few exceptions, those companies which received letters by the Chamber assisted in teacher training, field trips, and job training. The vice president of the Chamber, in charge of educational programs, made one of the most generous of offers. He offered to use the major company, in which he was manager, as a training site for Project O.A.T. pupils. The idea was to pair pupils with qualified employees on some regular schedule throughout the school year for the opportunity of watching and listening as the employee performed his work and shared the experience. Then, during the following summer, the pupils were to be employed in some capacity with the company. The vice president offered his and his staff's direct assistance to gain the cooperation of other companies to expand the venture. The project director uas unable to gain administrative approval for this change in Project O.A.T. and, had to decline the offer.

The Occupational Research Unit was requested on several occasions, especially during the initial months of the project, to provide assistance in evaluation. The only assistance that was given came late and after much needless effort and waste of time.

Six local clubs were requested directly to hear a presentation about Project O.A.T. Other groups were contacted indirectly. Two clubs responded positively.

TRAINABLE MENTALLY RETARDED PUPILS

During the 1973-74 school year, trainable mentally retarded pupils in the target population were taught in two self-contained classrooms housed in separate schools; North Wilkesboro Elementary and Wilkesboro Elementary. Ages ranged from six to twenty-one. These pupils were re-grouped according to their age at the beginning of the 1974-75 school year. Pupils of age twelve to twenty-one were taught at Wilkes Central High while younger pupils were taught in the Wilkesboro class. The instructional program for the older group of pupils is discussed here. The teacher's evaluation of the program is included in EVALUATION BY TEACHERS. This group of pupils was not included in some of the data reported in other sections.

Instructional methods and objectives were modified for this group of twelve pupils, although the basic design of slanting instruction towards occupational preparedness remained a foremost consideration. Classroom activities, such as, identifying food containers, preparing meals, setting tables, housekeeping, selecting clothes, and sewing were few of the numerous instructional activities involved in the self-help and help-others skills they were taught. Academics, though not as practical an instructional effort for trainable pupils, involved the recognition of safety and traffic signs, basic vocabulary, identification of money, personal data, etc. Several pupils were able to acquire greater academic proficiency such as counting and making change. These skills had immediate usefulness when the pupils sold pom-poms they made for athletic events. Pupils learned to identify occupations by name and type of work performed. Several learned to recognize jobs they could perform, especially service jobs. One pupil was successfully employed in the school lunch room. Though field trips centered mostly on experience related activities rather than on tours of businesses and industries, these pupils learned skills associated with several local industries; such as, painting, woodworking, gardening, sewing, and weaving, to name a few. A great emphasis upon occupational crafts won ribbons for several pupils when they displayed their work at the Dixie Classic Fair in Winston-Salem, North Carolina. Social development was no small mixture in these learning activities.

In the director's opinion, the instructional methods developed for this group resulted in a positive and, probably, lasting influence upon the pupils, the teacher, and the program. An increasing effort will need to be placed upon specific job skills related to eventual employment in the community as these pupils become older.

Much effort on the teacher's part can be done to teach skills which are essential to the transition of pupils into sheltered, semi-sheltered, or community employment. This is said in full recognition of the great strides already taken in that direction.

Cooperation between local agencies would be very helpful, if not absolutely essential, for adequate job placement for these public school pupils. For instance, the mutual efforts of the school system, the Social Services, and Vocational Rehabilitation would go a long way towards making trainable mentally retarded pupils employable and placing them into appropriate work situations in the community.

TEACHER OPINIONS

Four areas were considered to be worthy of investigation in regard to the opinions held by teachers and the affect of Project O.A.T. on those opinions over the course of time. Those areas were as follows:

1) Affect on Pupils
    - Skill Gains
    - Attitudes
2) Organization
    - Program Implementation
    - Teaching Methods
    - Materials
3) Reaction of Others
    - In School
    - Outside of School
4) Personal Involvement
    - Acceptance
    - Responsibility
    - Satisfaction

An opinionnaire was developed and administered at the beginning and at the end of each school year. Appendix E contains a detailed description of the opinionnaire design, computational procedure, contents, and results. A discussion of the results appears here.

Affect on Pupils

When asked to evaluate specific gains, the group of teachers were less positive about language skill gains as the project progressed (Refer to Appendix E, #5). Opinions about math declined slightly for the first year followed by a substantial positive increase during the second year (#2). Regarding overall educational improvement, responses remained relatively unchanged (#3,#4,#8). This suggests that noticeably increased gains in language and math were expected to result from the project but were not evident to teachers at the level they had wished to attain. Too, the increase in positive opinions about math suggests that math may be more readily applicable to the occupational world and an objective that was more readily undertaken by teachers. All responses about pupil attitudes (#6,#7,#9) are positive for the group, but are higher at the end of each year than at the beginning. In contrast, pupils indicated lower attitudes at the end and higher, positive, attitudes in the beginning of each year (Refer to PUPIL ATTITUDES). Teachers indicated little change in high positive opinions towards their rapport with pupils (#1).

Organization

The positive increase made during the first year remained relatively unchanged during the second year regarding the opinions on the success of implementing the project (#20). However, concerning the continuation of the program, a slight drop in the positive opinions occurred during the first year while an increase took place in the second year (#15). A similar drop and rise occurred in opinions relating to the input which teachers felt they could give (#10,#11,#16). This suggest that teachers were more comfortable following their individual program plans which they developed during the second year than they were in following group plans developed for the first year of the project. Too, this change indicates that teachers were becoming more confident of their possibilities for carrying out the project. Opinions about recond keeping declined from low positive to low negative (#17). Some record keeping was requested during the first year. None was requested during the second year. The decline in positive opinions suggests that the recond keeping was not felt to be useful even when teachers developed instruments themselves. (Teachers felt the need to develop the Assessment Record of Educational Competencies. Refer to APPENDIX C.) Too, though teachers were requested to respond to statements about Project O.A.T. only, other responsibilities for record keeping may be involved with their responses. There was little change in positive opinions about orienting the curriculum towards an academic-occupational approach (#12,#13,#14,#18) and, as mentioned above, teachers indicatedthat they were able to implement the project. Opinions became more positive as the project proceeded regarding the materials with which teachers had to work (#19,#21).

Reaction of Others

Opinions concerning the cooperation of other teachers were high positive with little change throughout the project period (#23). However, opinions about the familiarity of other teachers with the project and their desire to participate dropped from very low positive to negative (#24, #25). Positive opinions about the principals' involvement started low each year and substantially increased by the end of the year (#26). Opinions about parent reaction remained divided until a slight increase in positive opinions occurred at the end of the project (#22). This reflects the consistently greater amount of contact teachers had with the community businesses and industries and the little amount of formal contact with parents.

Personal Involvement

Consistently positive opinions are indicated by teachers in regard to acceptance of the project (#28, #37). Regarding teachers opinions about their freedom to develop the program, the low positive score declined to low negative during the first year and became low positive again during the second year (#36). This suggests that acceptance for the program development waned as teachers took less responsibility towards the end of the first year. The project director indicates that teachers were reluctant to develop either cooperative or individual plans for the second year's instructional program. Opinions regarding different aspects of project responsibility varied. For instance, opinions about their own overall responsibility for the project was relatively high among teachers (#29). Positive opinions about responsibility for securing and developing materials themselves increased substantially the first year but greatly declined the second year (#31). Teachers were divided as to their need for assistance to carry out the program, though there was some positive increase towards self-reliance (#39). There was a low negative group opinion about the responsibility of teachers for changing attitudes of pupils (#41). As for finding the time that was needed, the low negative percentage suggests that teachers are of the opinion that too much was expected of them for the amount of time they had (#42). Opinions varied in regard to the satisfaction teachers expressed with different aspects of the project. A slight increase in high positive opinions regarding satisfaction with the instructional results of the program occurred during the first year but remained relatively unchanged the second year (#30). Too, positive opinions regarding enthusiasm of teachers increased from the beginning to the end of each year (#32). Satisfaction with teaching those pupils increased at the same amount and time as did teacher enthusiasm (#33). However, what teachers felt they were accomplishing appeared to decrease from the beginning to the end of each year, though opinions did remain positive (#34). Little change occurred regarding teachers' overall satisfaction with the project. Their opinions remained positive but low (#35). With regard to the professional growth and preparation of teachers themselves, their low negative opinions, maintained throughout the project period, suggests that they felt little was accomplished to increase their capabilities for such teaching tasks (#38, #40).

COST STUDY

A discussion of the expense involved with initiating change in an educational program is appropriately considered in this chapter. The purpose of Project O.A.T. was to adjust the focus of an already existing program, not to establish a service that was previously non-existant. Money was annually spent for special education. By using the existing resources and expenditure of funds, but to do so with a slight twist in focus, relatively little additional cost will be incurred to a school system intent upon improving a preparatory program for the mentally retarded by means similar to those used in Project O.A.T. This is not to give the false impression that there is not a challenge to do so. The greater the willingness to shift from one method to another or make some slight changes, the greater will be the success and, important to administrators, the lower will be the cost.

Project O.A.T. was funded at $39,000 for a 27 month period. A substantial portion of those funds went for the employment of a project director and equipping an office. The willingness and preparedness of a special education director to assume these program alterations would eliminate such costs. Smaller systems which have no special education director might use a counsellor, a program coordinator, a superintendent, a committee of teachers, a teacher, etc.

Though each of the project schools was allotted funds for special educational materials annually, with little exception, those funds were not used for Project O.A.T. objectives. Instead, funds budgeted for Project O.A.T. materials were relied upon. Proper utilization of existing local funds and personnel should also diminish the cost of transportation and travel. Costs related to research would not be necessary to establish a similar program unless replication or related investigation were felt to be useful. However, some amount of teacher orientation and training would be indispensible. Again, thoughtful planning with wise cooperation for the use of resources will reduce inservice costs. Example: Throughout both years of the project period, several days were used for inservice and teacher workdays. None of those days were used for inservice related to Project O.A.T. Most school systems presently carry out some type of in-service for teacher training. The tendency to believe that money is necessary to bring about change is a fallacy that may tend to produce quite the opposite effect. Local determination will go a long way towards reducing the monetary cost of change.

Table 10 provides a breakdown of the costs incurred in the operation of Project O.A.T. It cannot be overemphasized that Project O.A.T. can be continued in the present schools and that appropriate changes can be implemented in other school systems for not more than the costs that are usually incurred for present programs. That is an attainable goal dependent only upon planning and cooperation.

Table 10. Project O.A.T. Costs For A Twenty-Seven Month Period.*

Personnel and Benefits	$28,963
Materials	
Instructional	3,730
Testing and Guidance	1,160
Transportation	1,345
Travel	880
In-Service Workshops	907
Supplies	550
Communications	440
Equipment	1,025
	$39,000

*Refer to discussion in COST STUDY for cost reduction suggestions.

CHAPTER V

CONCLUSIONS

A glimpse of Project O.A.T. has been demonstrated in this report. The limitation to a report is unfortunate in that the product must be seen through its wrappings. A great amount was undertaken. The successes and the failures - both were present - cannot be summed, viewed, and understood in such detail as to provide unfaultering guidance to educators at all levels of instruction and administration. The evaluation of Project O.A.T. attempted to be both comprehensive and critical for the purposes of information and demonstration. Perhaps, despite the lack of videotapes or films or on-site visits, Project O.A.T., as revealed in this report, will be useful.

Can the program that was developed by Project O.A.T. be continued? The question is not whether the objectives that were undertaken were indeed met, but whether those objectives were willingly accepted as continuing goals of teachers, administrators, parents, and community. There has been no great clamoring heard for such continuation. But, indications have been made that some of the strides were taken in the direction that educators will continue to proceed. Project O.A.T. was ambitious to lead the way.

The ease and the willingness of continuation will be the true test of Project O.A.T. The methods are not rigid and educators cannot afford to be. No one professes that the goals are easily met. The greatest challenge will undoubtedly go to special educators who must truly test the flexibility of their definition of "special." Those who are reluctant to find a place for occupational preparedness in special education preclude the possibility for curriculum adjustment of the kind proposed in Project O.A.T. To think that others are more qualified to make pupils occupationally prepared is to take the back road to learning and find shelter in an excuse that fails to meet the needs of pupils who have mental handicaps and, for that matter, any pupil. The challenge is there to make school education congruous with life education. Project Occupational Adjustment Training has attempted to demonstrate and evaluate some methods.

CHAPTER VI

RECOMMENDATIONS

The recommendations which follow are neither placed in order of priority nor are all the recommendations that could be made. These are given so that their consideration may help to facilitate desired program changes in the schools in which Project O.A.T. was conducted and in other school systems wishing to implement similar curriculum adjustments:

A planning committee selected from all involved staff members, community agencies, and parents should have responsibility for the formulation, implementation, and continuation of curriculum changes.

A comprehensive and continuing program for training teachers should stress techniques to develop the confidence and involvement of teachers.

Firm commitments for all necessary services and assistance should be obtained prior to the initiation of a program which will be dependent upon them.

A work training-placement component should be similar to other training-placement programs offered by the school or, if an experimental design is undertaken, sufficient flexibility to make appropriate adjustments should be allowed.

Occupational preparation should be adjusted to all levels of the curriculum as well as fit into the total school plan.

The program should be formalized to the extent that a change of personnel will not alter its continuation nor should it be so structured that innovation is hampered.

Evaluation of pupils and program should be thorough and ongoing.

Other pupils with characteristics that are exceptional should be included.

APPENDIX A

REVIEW OF LITERATURE AND RESEARCH

A report issued by The President's Committee on Mental Retardation and The President's Committee on Employment of the Handicapped[2] documents the need for the United States to provide equal citizenship to the mentally retarded by means of appropriate education, training, rehabilitation and employment. These committees are putting forth maximum effort to inform employers of the mentally retarded as a valuable manpower resource. A later report from the Committee on Employment of the Handicapped[3] included the fact that 93% of the more than 6,000 mentally retarded men and women hired by the federal government have been successful in their jobs even though 2/3 of them had not been previously employed.

A follow-up study of 129 mentally retarded pupils who had been involved in an occupational educational workstudy program in the Wilmington Public Schools[4] revealed that 54% of the pupils were in service occupations and that 50% or better of the pupils received above the minimum wage, were promoted, and/or were employed full time. 2% recieved welfare payments, 10 were in the armed forces, and 124 were taxpayers. Charles Kokaska,[5] in reviewing follow-up studies, supports the findings that with the proper educational background and vocational training, the mentally retarded are capable of moving through a number of work situations, often increasing their work skills.

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[2] President's Committee on Mental Retardation, The; and The President's Committee on Employment of the Handicapped, These, too, Must Be Equal: America's Needs in Habilitation and Employment of the Mentally Retarded, (Washington, D.C., 1969).

[3] President't Committee on Employment of the Handicapped, The; Nine Years of Progress: Employment of the Mentally Retarded and Mentally Restored, (Washington, D.C., 1970), p.3.

[4] R. A. Reiter, "Follow-up Study of Occupational Education Work-Study Program Leavers," (Wilmington, Delaware: Public Schools, 1967), pp. 2-10.

[5] Charles J. Kokaska, "The Occupational Status of the Educable Mentally Retarded: A Review of Follow-up Studies,"

Kokaska suggests that the abilities of the mentally retarded person must be developed as early in life as possible to allow them to enter the labor market that requires flexible, adaptable, and marketable skills.

In separate reports, Paul Breeding[6] and Leslie Brinegar[7] stress the importance of cooperative efforts in establishing programs for the mentally retarded. When the Divisions of Occupational Education, Special Education, and Vocational Rehabilitation focus jointly upon the problem, optimal school programming for these pupils can be realized. The West Virginia State Division, and the Cabell County School Board conducted a three year vocational adjustment project.[8] The school was responsible for curriculum planning, academic instruction, social skills, work concepts, and adaptive vocational training. The Division of Vocational Rehabilitation provided such operational aspects as work training, counseling, job tryouts, placement, and supervision. A six month follow-up revealed that all students were retained by their employers. Harold Shay reports that follow-up studies reveal that handicapped adolescents tend to remain in school longer, and there has been a significant increase in job placements when cooperative efforts have integrated academic studies with on-the-job training.[9]

Journal of Special Education, II (April, 1968), 369-377.

[6] Paul A. Breeding, "Rehabilitation Programs and Services in Schools Developing a Statewide Plan for Work-Study Programs," Program Developments in Mental Retardation and Vocational Rehabilitation, ed. George E. Ayers, (Washington, D.C.: American Association on Mental Deficiency, 1968), pp. 38-46.

[7] Leslie Brinegar, "Indiana's Work-Oriented Program for Educationally Handicapped Students in Secondary Schools," Program Developments in Mental Retardation and Vocational Rehabilitation, ed. George E. Ayers, (Washington, D.C.: American Association on Mental Deficiency, 1968), pp. 47-53.

[8] Cornelius L. Williams, "Coordianted Programs of Vocational Rehabilitation and Special Education Services for the Mentally Retarded: Project RD-1649-D," (Charleston, West Virginia: Vocational Rehabilitation Division, 1968).

[9] Harold F. Shay, "Cooperative In-School Rehabilitation Programs--An Overview," Innovations in Vocational Rehabilitation and Mental Retardation, ed. George E. Ayers, (Washington, D.C.: American Association on Mental Deficiency, 1969), pp. 12-18.

Oliver Kolstoe, evaluating the results of the Employment Evaluation and Training Project at Southern Illinois University, suggest that the crucial factors determining the mentally retarded person's suitability to the world of work is the development of personal, social and vocational skills rather than academic skills.[10] Philip Chin contends that on-the-job training experiences are probably the most valuable aspects of education for the mentally retarded person.[11] Chin suggests that as many different placements as possible should be available in unskilled and skilled tasks and in sheltered workshops and competitive work situations.

Summary

Programs of occupational preparation for the mentally retarded have been carried out with reasonably good success in public schools and elsewhere. The conclusions drawn by researchers, reviewers and special committees concerned with the subject indicate strong support for programs that have as their goal the occupational self-sufficiency of the mentally retarded.

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[10] Oliver P. Kolstoe and Roger M. Frey, A High School Work-Study Program for Mentally Subnormal Students (Illinois: Southern Illinois University Press, 1969), pp. 39-49.

[11] Philip C. Chin, "The Habilitation of the Educable Mentally Retarded through High School Work-Study Programs," Teaching the Educable Mentally Retarded, ed. Harold D. Love, (Berkeley, California: McCutchan Publishing, 1968) pp. 291-312.

APPENDIX B

PROGRAM OUTLINES

PROGRAM OUTLINE 1973-74

OCCUPATIONAL ADJUSTMENT TRAINING

Grades Six through Eight

The three following parts of study are not to be taught at the exclusion of the others. OAT teachers will use these parts to weld together an intregal, comprehensive occupational preparation program.

I. Units of Study

The units of study are not meant to be inclusive. These units are merely guideposts by which the imaginative teacher can build a solid study of performance oriented activities with the following major goals:

To offer a broad exploration of occupational opportunities in Wilkes county.

To prepare pupils to make appropriate occupational choices based on developed interests.

To investigate with pupils the skills, responsibilities, and training required for occupations within several local businesses and industries.

To provide an opportunity for pupils to participate in job related experiences.

To provide pupils with the opportunity to visit job sights first-hand while employees are performing their work.

To develop in pupils a work ethic.

Each unit is approximately one month in duration. Generally, teachers will not pursue the same unit simultaneously. Thus, teachers will build on the experiences of their colleagues.

Field trips will be scheduled periodically to coincide with the planned sequence of learning activities.

Understood is that all audio-visual, prepared, and teacher-made materials will be utilized as available.

The units of study will change for each school year. Theoretically, a pupil would study twenty-seven types of businesses and industries during the middle school grades six, seven and eight.

Again, these units of study which follow are not strict outlines for class activities. Rather, they are springboards for actively engaging pupils in occupational preparation.

COSMETOLOGY AND BARBERING

Objectives:

1. Pupils will relate the importance of hygiene to the personal habits of proper grooming.
2. Pupils will identify the materials used by the beautician and the barber.
3. Pupils will observe the techniques of shampooing, setting, clipping, and styling hair, as well as manicuring and applying make-up.
4. Pupils will demonstrate performance of grooming skills.
5. Pupils will know the prerequisite training necessary for barbers and beauticians.

Activities:

1. Read The Delso Sisters.
2. Collect materials and identify their use.
3. Set up a permanent grooming corner for pupils to use.
4. Demonstration of hair clipping by a professional barber.
5. Demonstration of application of make-up, manicuring, shampooing, setting, brushing teeth, and cleansing skin by teacher and/or beautician.
6. Prepare a bulletin board describing the need for proper grooming, the services offered by barbers and beauticians, and the training and opportunities in these services.
7. Make scrapbooks on grooming products, methods, styles, etc.

Job Sample:

Have pupils prepare, shampoo and set hair (wig), manicure fingernails, and apply cosmetics.

Field Trips:

School of Beauty
Little Hobo Barber Shop
Lady Bee Lovely
Village Beauty Shop

Follow-Up:

List and discuss with pupils the several duties and skills of beauticians and barbers, necessary training, and opportunities as a livelyhood.

Materials:

mirror
hair dryer
shampoo
creame rinse
hair spray
wig
lip stick
eye shadow
brushes
combs
rollers
nail files
emory boards
manikin head
hot water
fingernail polish
deodorant
soap
toothpaste
toothbrushes
bowl

WOOD PROCESSING

Objectives:

1. Pupils will identify at least five types of trees and describe their value as lumber.
2. Pupils will observe the harvesting and/or milling of lumber.
3. Pupils will observe the processing of lumber into building materials.
4. Pupils will be able to identify the types of occupations found in the lumbering industry and describe the responsibilities and qualifications for each.

Activities:

1. Make a tree identification bulletin board or scrap book using bark and leaf samples.
2. Make wooden or metal tree identification markers to label the trees in the school vicinity.
3. Make a display of various lumber samples and list the uses of each. Present the display to the school library.
4. Class visits by resource people:
   Forest and Conservation Ranger - Edwin McGee
   Reforestration - Mr. Chipman
   Forest Fire Warden - Philo Phillips
   Procuring Agent - Mr. Forester at Key City Furniture Co.
5. Take photographs of various people working in lumber industry.
6. Make a model saw mill and lumber yard out of scrap wood, paper.

Job Sample:

Make pressed board from chips. Start either with saw dust or make chips by whittling scrap wood. Crush chips. Mix thoroughly with glue then press into a square mold to let dry. When hard, remove from mold, cut, sand, and paint to make a useful product.

Field Trips:

Ray Sheppherd's Lumber Company to see logs sawed and chipped.
Buchan Lumber Company to see sawed boards finished.
Abitibi-Carolina Corporation to see pressed board made from chips.

Follow-Up

Have pupils list all the jobs done in the lumbering industry for each company visited and describe the duties of each person working there. Discuss the opportunities in lumbering in Wilkes county.

Materials:

scrap wood
saw dust
glue
paint
sandpaper
saw
paint brush
camera
film

FURNITURE MANUFACTURING

Objectives:

1. Pupils will understand the various types of occupations found in furniture manufacturing and the duties, qualifications, and opportunities for employees.
2. Pupils will understand the economic importance of furniture making to Wilkes county.
3. Pupils will observe the production of furniture.
4. Pupils will show an understanding of the skills needed to perform the jobs in a furniture factory.

Activities:

1. Prepare a list of questions to ask furniture manufacturing employees about their jobs.
2. Place the questions and answers on a bulletin board about jobs in furniture companies here in Wilkes county.
3. Take pictures to use on a bulletin board about people performing their jobs in a furniture plant.
4. Have a skit(s). Let someone role-play a foreman, new employee, long-time employee, etc. Set up situations of conflict and let them resolve; such as, late to work, pranks on the job, mean and demanding supervisor, etc.
5. Make two teams. Arrangein an assembly line to construct paper boxes using construction paper. Judge quality and quantity.
6. Describe the use of assembly line production.
7. Make a model of a furniture plant and the equipment used in it.
8. Read Shop Made Easy and Working With Wood.

Job Sample:

Make and sell doll furniture.
Repair, refinish and/or antique furniture.

Field Trips:

American-Drew Furniture Company
Key City Furniture Company

Follow-Up:

Discuss the training and experiences that would be helpful for a graduating senior in order to do well in furniture making.

Materials:

hand tools
sandpaper
glue
varnish
antiquing kit
paint brush
thinner
used furniture
camera
film

FOOD MARKETING

Objectives:

1. Pupils will know the various jobs in food marketing and the duties, qualifications, and opportunities of each.
2. Pupils will observe employees performing their jobs.
3. Pupils will know the functions and importance of food marketing in Wilkes county.

Activities:

1. Prepare a bulletin board using magazine pictures to show the chain of food from farmer, to processor, to packager, to distributor, to wholesaler, to retailer, to kitchen.
2. Prepare a bulletin board showing the jobs in food marketing; especially, grocery stores. List the responsibilities of each.
3. Draw a floor plan for a grocery store and outline where such things as the following would be located: canned goods, frozen foods, vegetables, meat counters, meat lockers, aisles, check-out registers, etc.
4. Make a model grocery store using the floor plan drawn.
5. Role play situations: Let pupils play employees, customers, salesmen, etc. Give situations to act.
6. Take pictures of employees doing their work.
7. Read The Millers and Willie B.; Butcher, Baker, Chef.

Job Sample:

Set up a gracery store facsimile using discarded containers. Use a cash register to figure the bill for various combinations of purchases. Each pupil can play a different role until all have had the experience.

Field Trips:

Lowes Food Stores, Inc.
Warehouse
Grocery store

Follow-Up

Discuss and list the class likes and dislikes about food marketing. List as many grocery stores in Wilkes county as the class can think of and estimate how many people might be working in the grocery business in Wilkes county.

Materials:

cash register
card board
construction paper
discarded food containers
masking tape
markers
camera
film

CONSTRUCTION

Objectives:

1. Pupils will learn about the occupations and their functions found in the construction business: electricians, carpenters, plumbers, roofers, painters, architects, foremen, masons, etc.
2. Pupils will observe employees performing their trade skills.
3. Pupils will observe the various stages in constructing a building.

Activities:

1. Explore and compare several house plans.
2. Draw house plans to scale.
3. List materials and quantities needed to build the houses drawn.
4. Estimate the time to build and labor costs.
5. List the cost of materials from supply catalogs.
6. List the types of jobs to be done and the various types of skills workers will need.
7. Make a model of the house drawn, starting from the foundation.
8. Prepare questions to ask employees of a construction company.
9. Prepare a bulletin board showing each job in construction, the duties and qualifications for each.

Job Sample:

Build a small shed, green house, lean-to, book shelf, etc., that can be used someplace in school or in the classroom.
Build something to be sold.
Repair something at school, (Make a principal happy).

Field Trips:

Foster-Sturdivant Construction Company
Sherrill Faw Construction Company
Claude Foster Construction Company
Jenkins Wholesale Building Materials Company

Follow-Up:

Discuss the advantages and disadvantages of working in construction Have pupils draw pictures of what they would be doing if they worked in construction. Have them tell what they would most prefer doing in construction and what they would least prefer doing and why.

Materials:

house plans
supply catalogs
scrap lumber
hand tools
nails
measuring rules
paint
brushes
thinner

HEALTH AND CHILD CARE FACILITIES

Objectives:

1. Pupils will know the various jobs related to patient and child care, and the duties, qualifications, training, and opportunities in each.
2. Pupils will observe employees performing their work in a hospital and a day care center.
3. Pupils will participate in some activities related to work employees would perform in a hospital and day care center.

Activities:

1. Prepare questions about qualifications and training to be asked employees.
2. Read Marie Perrone; Practical Nurse.
3. Prepare a bulletin board showing the types of jobs in a hospital and a day care center, indicating the importance of each. Show the qualifications and training that is needed.
4. Basic first aid. Request a resource person from the Red Cross to demonstrate and then have pupils demonstrate on one another.
5. Read and discuss materials related to nutrition.
6. Study food preparation and table setting
7. Prepare a book on jobs in health and child care facilities and give the book to the school library. Take photographs to add.
8. Read an oral thermometer and take the pulse.

Job Sample:

Assist the kindergarten or first grade teacher with some learning or maintainemce tasks.
Make a bed without a patient, then with a patient in it. Use either a doll or a pupil.
Help a patient(pupil) out of and into a bed, a wheel chair, a car.
Feed an incapacitated patient (pupil).

Field Trips:

Wilkes General Hospital
Wilkes Day Care Center
Carolina Rest Home

Follow-Up:

Discuss what has been observed and studied. Ask pupils to select the job they would most prefer doing, the second most preferred, and so on. For each job they prefer, have them tell or write what they would be required to do on the job and what they would have to know to get the job, and how they could get the training needed.

Materials:

bed
blankets
sheets
pillow
first aid kit or
comparable supplies
thermometer (oral)

TEXTILE MANUFACTURING

Objectives:

1. Pupils will know the different jobs available in textile manufacturing.
2. Pupils will know the opportunities, duties and qualifications for each job.
3. Pupils will observe the various jobs being performed.
4. Pupils will know the textile products made in Wilkes county.

Activities:

1. Prepare a list of things to look for and questions to ask on a field trip to a textile factory.
2. Take pictures on the field trip.
3. Prepare a bulletin board showing the location of textile factories in Wilkes county and the products each makes.
4. Read *Mack Works In A Clothing Factory*.
5. Make a list of all the textiles the class can think of and see how many are made in Wilkes.
6. Make a display for the library of the textile products made in Wilkes and label according to which company makes the product. Request samples for this display from the manufacturers.
7. Study the operation of a sewing machine.
8. Sort buttons, threads, or pieces of paper according to size and color. Pupils can make the materials to be sorted.

Job Sample:

Design an item to be manufactured; a stuffed, felt Easter rabbit; a Christmas stocking; pot holder glove; apron; flop hat; etc., (possible gifts to a day care center). Establish an assembly line procedure: One person lays out the design, another cuts, another assembles, another sews, another packages, etc.

Field Trips:

Nancy King Textiles
L. and L. Manufacturing
Modern Globe
Peerless Hosiery
Tom Thumb Gloves, Inc.
Wilkes Glove
Ithaca Textiles

Follow-Up:

Have pupils make a list of all the jobs in a specific textile company and put the jobs in order of descending preference for them. Discuss the duties and qualifications as well as the advantages and disadvantages of working for a textile manufacturing company.

Materials:

camera and film
sewing machine
felt or cloth
thread
buttons
construction paper

AUTOMOBILE REPAIR

Objectives:

1. Pupils will know the several tasks/skills that are involved in repairing an auto.
2. Pupils will be able to list the jobs performed in auto repairing.
3. Pupils will know what training is necessary for each job and how they can get the needed training.
4. Pupils will observe the employees performing their work in a repair shop.
5. Pupils will participate in tasks related to auto repair.

Activities:

1. Collect brochures from auto agencies.
2. Using auto parts catalogs, have pupils list parts and let each other find them in the catalogs.
3. Prepare a list of questions to ask and things to look for at an auto repair shop.
4. Prepare a bulletin board showing what an auto repairman does and how/where he gets his training.
5. Make a poster showing the parts to a car, engine, carburator,etc
6. Make a poster showing the tools and equipment used.
7. Identify hand tools by sight and write their names.
8. Discuss the advantages and disadvantages to working as an auto repairman and the number of people and shops in Wilkes that repair automobiles.

Job Sample:

Take apart and assemble a small engine and/or carburator using hand tools. Clean all parts.

Field Trips:

Gaddy Motor Company
Key City Motor Supply
Key City Body Shop
Chick Haven Garage

Follow-Up:

Have pupils list all the tasks an auto repairman must perform in the order that the pupils would prefer doing them. Have them tell why they make the selections they do.

Materials:

auto supply catalogs
poster boards
carburator
single combustion engine
tools

HARDWARE BUSINESS

Objectives:

1. Pupils will know the various jobs performed in the hardware business.
2. Pupils will know the qualifications, duties and opportunities in the hardware business.
3. Pupils will observe employees performing their jobs.
4. Pupils will know the function and products of a hardware business.

Activities:

1. Prepare a list of questions to ask and things to look for at a hardware business.
2. List all the products and services found in a hardware store by looking through a supply catalog. Make a bulletin board using this list.
3. Have the class make a vocabulary list of important words used in the hardware business. Have a contest.
4. Make cut-out pictures from construction paper of all the materials in a hardware store.
5. Make posters showing how the hardware helps everyone.
6. Role playing skits, such as; customer describing needed hardware while salesman tries to understand or when salesman discourteously does something other than listen; salesman taking order from customer over phone; shipping clerk assigning stockers their work of which materials to load on which trucks and where drivers are to deliver materials; etc.
7. List the various jobs employees perform in a hardware business.

Job Sample:

Make or copy sample orders. Make a mock inventory of items, then deduct the quantities of the orders. Re-order new stock (and back-order if necessary) to keep supply stable.
Use a cash register to add purchases.

Field Trips:

Lowes Stores, Inc.
Quality Builders Supplies
Church Hardware Company

Follow-Up:

Discuss the qualifications, duties, and opportunities of working in a hardware business. Use the answers asked to hardware store employees to guide the discussion.

Materials:

sample purchase orders
cash register
hardware supply catalogs
construction paper
poster boards
inventory sheets

II. Business Project

The development of a pupil's value for work, his understanding of the function and importance of work to the daily lives of everyone, and his knowledge of business and industry operations are all desirable qualities that can be difficult to teach or to access progress with unless the actual opportunity to participate in the work experience is afforded.

Though the business projects can be related very directly to the activities and job samples explored in the units of study, they need not be. The business project that a class engages in can be a "one-time deal" or can (and preferably will) extend, as most business operations do, throughout the school year.

The magnitude and type of business project developed will depend on several factors: Ability and interest of pupils, administrative agreement, nature of business, school regulations, determination of teacher, etc. The business project should be designed,as successful businesses are, to make a profit (or break even). However, the business project is not merely a money-making scheme. And, should it become just a money making scheme, it would not satisfy the intentions of OAT. An example of a money making scheme would be to have pupils sell candy, magazines, cookies, etc. An example of a business project would be to have pupils determine and order the materials they need, take orders or establish agreements with local merchants to handle the product, produce and package the product, figure costs, loan repayment and margin of profit, determine consumption of profit, etc. The business project can provide a service rather than produce or handle a product. In any case, the project should encompass enough of the operations of a business to be considered reputable.

Funds for business projects will be provided as loans by the OAT project, as possible. Other sources should be explored.

Any resulting profits are not to be a direct gain for pupils. A plan for the use of profits should be devised and approved. Investment in further or continuing activities seems appropriate as does support of worthy community projects.

Teachers should devise the plans and justifications for business operations to be submitted in writing to the school principal early in the school year.

The following are some ideas for projects, but the possiblities are inexhaustible. Teachers should select and devise a business project that provides the fullest range of opportunities for pupil participation:

Ice Cream Stand/Cart - order materials, build stand, order supplies, sell cones and sundies at lunch or break.

Post Office - order materials, build office, sell stationery, accept notes at office and deliver to classroom at scheduled days and times.

Bakery - order, bake and distribute bake bread, cookies, decorated cakes, etc. for lunches, sporting events, etc.

Refinish/Repair Furniture - Request consignments from local clubs, merchants, and individuals. Order supplies, figure costs and labor, establish means of collection and delivery.

Potted Plants - build greenhouse, plant and grow flowers, plan distribution.and advertising.

Terrariums - order supplies, build terrariums, advertise, and distribute.

Book Stand/Cart - build stand or cart, purchase or order on consignment books, comics, magazines, papers, Establish time and rotation of pupils to manage stand.

III. Occupational Academics

A well founded occupational preparation program does not divorce academic endeavors To the contrary, academic pursuits are an integral core of public school occupational preparation. Including occupational education into an academic curriculum changes the focus but not the intent of academics; that is, to prepare pupils.

OAT teachers will carry through a program of academic/occupational preparation that includes the math, language, and personal and social living skills essential to adequate job performance and personal esteem. Essentially, prepared materials available for purchase or loan will be used. Teachers will prepare materials as possible. Whenever possible, the materials will be used to coincide with the units of study. Also, to whatever extent possible, the math and language skills needed by employees in local businesses or industries will be taught. An example is the requirement that employees in local hatcheries must be able to count chicks rapidly by fours.

Neither the Units of Study nor the Occupational Academics should be taught to the exclusion of the other.

A separate paper will present in detail the sequence of occupational-academic competencies to be measured.

PROGRAM OUTLINE 1974-75

C.C. Wright Elementary

Unit One - Food Services - Restaurants, Bakeries, Quick Foods

A. Trips to:
  1. Holiday Inn
  2. Key City Bakery
  3. Hardee's

B. Role playing - Waiter, Waitress, Cook, Dishwasher, Etc.
C. Cleanliness and Good Grooming
D. Using currency
E. Make a menu and billboard

Objectives and outcomes
  Math - #1,2,3,4,6,11,16,20,21,23,36
  Language Skills - # 46,47,51,53,66
  Occupational Knowledge - 79,81,82,83,84,86,87,88,[illegible],99,110
  Safety - # 114, 117, 120, 121
  Social Performance - #125, 126, 127, 128, 129, 131, 132, 132, 134, 135, 136, 137, 140, 143, 147, 148
  Work Performance - #159, 160, 161, 163, 165, 167, 170, 171, 173, 175, 176

Unit Two - Trucking

Activities
  1. Trip to Billing's Trucking Company
  2. Report on Trucking industry
  3. Mapping out a trip
  4. Working with motors

Objectives
  1. Math - #1,2,3,4,7,8,9,12,13,14,20,22,44
  2. Language Skills - # 47,50,51,56,57,59,60,72,73,74
  3. Social Skills - #78,79,80,81,82,84,86,87,88,89,95
  4. Safety - #114, 115,116,119,120,121,124,125,126,127, 130,138,144
  5. Work Performance - #158,159,160,167,170,171,172,173, 176,177,180,183,187

Unit Three - Civic and Government Opportunities

Field Trips - U.S. Post Office, Radio Station, Newspaper Office, State Highway Department, and N.Wilkesboro City Maintenance

Activities - Set up a post office; 1) Plan and present a radio broadcast; 2) Interview and write articles for newspaper and publish paper. 3) Hold an election.

Objectives and Outcomes
  Math #5,6,9,12,13,14,34
  Language Arts #49,56,58,59,60,61,63,68,72,74
  Social #81,82,84,85,86,87,88,91
  Safety - # 114,115,116,119,124,126,131,135,138,139, 140,141,144,146
  Work Performance - #175,176,190

Unit Four - Variety and Department Store

Trips - Roses, Sky City

Activites - Learn to Use Cash Register
Learn to count money and make change
Prepare shopping Lists
Role play personnel
Set up a model shopping center

Outcomes and Objectives
Math - # 1,2,3,4,5,6,7,8,9,10,11,14,16,20,21,22,30,36,38,43
Language - #46,50,51,52,53,54,55,57,58,60,61,71
Occupational - #81,83,84,85,86,88,89,95,98,110,111
Safety - #114,115,116
Social Performance - #125,126,127,128,129,130,131,133,134, 135,137,142,143,144.
Occupational - #159, 164,167,168,169, 170, 171, 172,173 177,178,179,180,188

Unit Five - Agriculture (3 areas - Food Processing, animal production, crop production)

Activities-
1. Plant a small garden
2. Make bulletin boards about farming
3. Identify farm plants and make scrap book
4. Make a weather chart
5. Incubate eggs
6. Learn about different farm journals and almanacs

Trips - Livestock sale, Yadkin Valley Dairy, Chicken Farm (Ted Mathis), Tobacco farm, Holly Farms Poultry, Freezer Locker, Chick Haven Egg Company, Brushy Mountain Apple Co-Op., Garden Cneter

Objective and Outcomes
Math - #7,8,9,10,11,12,13,14,15,16,17,20,21,22,23,30,36
Language Skills - #46,47,49,51,53,55,57,58,59,60,66,71,72, 73,74
Occupational Skills - #77,78,79,80,81,82,83,84,85,86,91
Safety Skills - #114,115,116,117,119,120,121
Social - #125,126,127,128,129,131,132,133,134,135,141, 144,146,155,156
Work Performance - #158,159, 162,164,167,170,172,174,175, 177,178,181,188,190

Boomer-Ferguson Elementary

Unit One - Apple Farming

A. Visit Perry Lowe's apple house and orchard
B. Possibly pick apples for part of a day
C. Sort and pack apples
D. Learn -
  varieties of apples
  control of apple tree diseases and pests
  apple by-products
  number concepts (bushel, peck, quart, etc.

Unit Two - Hog and Cattle Farming

A. Visit a local hog farming operation (John German in Boomer)
B. Visit frozen food locker on Oakwoods Road.
C. Related topics
  1. Breeds of hogs
  2. Pork by-products
  3. Sausage making
  4. Curing hams
D. Visit Cattle farm
E. Visit meat cutting operation at local supermarket
F. Related topics for study
  1. Breeds of beef cattle
  2. Beef by-products
G. Visit a local livestock market on sale day

Unit Three - Poultry Industry

A. Visit chicken farms
  1. Broiler producer (tour Gilbert's at Ferguson)
  2. Layers (tour Eller's on Hgwy 421 W.)
B. Visit Holly Farms plant in Wilkesboro
C. Hatch, grow, and sell chickens
D. Related topics for study
  1. Breeds of chickens
  2. Number concepts (ounces, pounds, tons, etc.)
  3. Temperature measurement
  4. Cost, overhead, profit.

Unit Four - Gardening (from the point of view of making a profit as well as growing food for self-use and self-satisfaction)
A. Plant some flowering shrubs on the school ground
  1. Rose bushes
  2. Tulips
  3. Gladiolas
B. Invite Bill Triplette from the agriculture extension service to give a presentation on gardening
C. Grow vegetable plants for sale
D. Visit Ferguson Greenhouse

Unit Five - Recreation as a Business

A. Visit and make a study of the recreational enterprises
relating to the Kerr Scott Dam (Mr. Barber and Mr. Walker-resource
B. Visit Walsh's Fish Lake persons)
on Beaver Creek Road
C. Visit a local camping ground

Moravian Falls Elementary

Unit One - Growing Plants from Seeds and Seedlings

Objectives: Language Skills to be Gained

1. The child will develop a functional reading ability.
2. The child will learn to write legibly, both manuscript and cursive.
3. The child will learn to read and observe road signs, maps, etc.
4. The child will develop skills in word attack, word recognition, syllabacation and spelling.
5. The child will improve his listening skills.

Activities: Field trip to Henderson's Flower Shop and Green Houses.

Unit Two - Safety

Objectives: Math Skills

1. The child will learn to read and write numbers from 1 to 100.
2. The child will learn to read the thermometer, the calendar, the clock.
3. The child will improve his skills in all four processes. Namely: Addition, Subtraction, Multiplication and Division.

   Using the, "Step by Step" Method.
4. The child will learn the days of the week, months of the year, and the seasons.

Activity: Field Trip to Wilkes County Highway Department.

Unit Three - Water Treatment Plants - How Water Is Purified

Objectives: Social Performance

1. The child will be encouraged to improve his self image.
2. The child will learn to speak pleasantly, courteously, and clearly.
3. The child will gain self respect and to respect others; his peers and figures of authority.
4. The child will get practice in the use of the "Social Graces." Ex. Please, Thank You, I'm Sorry, etc.

Unit Four - A Study of Telephone Service

Objectives: Safety

1. The child will become aware of safety for himself and others.
2. The child will learn to obey school rules of conduct.
3. The child will learn to obey traffic signs.
4. The child will learn to respect the rights of others.

Activity: Field Trip - Central Telephone Company and/or other

Unit Five - A Study of Duke Power Services

Activity: Field Trip - Duke Power Company

Unit Six - A Study of U.S. Postal Services

Activity: Field Trip - Post Office

Wilkesboro Elementary

Unit One - Ithaca Hoisery

Objectives

1. To understand the jobs available in the hoisery industry.
2. To understand the meaning of "making production."

A. What kinds of materials are used to make hose?
B. How are these materials put together?
C. Books and filmstrips about thread.

Competencies -

1. Can tell time by quarter hours and minutes.
    a. So they can know how many hours and parts of hours they have worked.
2. Understands dozens, half-dozen, and gross.
    1. Hose are counted by dozen etc. You are paid by the number of dozen produced.
3. Can add and subtract by whole numbers.
4. Can perform arithmetic functions required an a job.
5. Can compute pay.
6. Can ask for directions and help.
7. Knows and can write personal data.
8. Understands how wages and hours are related.
9. Understands methods of paying.
10. Realizes that it takes many different skills and knowledges are are required to perform different jobs.
11. Can accept and profit from constructive criticism.
12. Accepts authority and supervision.
13. Is punctual.
14. Is dependable.

Activities:

1. Visit Ithaca Hoisery.
2. Sewing-knitting-weaving.

Unit Two - Public Service Occupations

Objective - Beginning with the homw and community, work up showing the relationship of family home to the community, and the necessity of having a good relationship with the community and governmental services.

Competencies:

1. He will be able to perform the arithmetic functions required for family/personal living.
2. He can give simple directions.
3. Writes acceptable personal and business letters, notes and replies.
4. Can take messages.
5. Can use the telephone.
6. Can read the newspaper for vital information.

7. Can use directories to locate information.
8. Knows the agencies which provide help in family emergencies.
9. Understands the basic functions of government.
10. Understands how to secure and maintain home utilities.
11. Know the election and voting processes.

Competencies no. 77-78-79-80-81-82-83-84,85,86-87-92-93-94-95-96 102-135-138-139-153-154,141,153.

12. Know about community organizations.
13. Know something about government services (city and state).
14. Including something about voting.

Activities:

1. Play roles in such areas as parents, law enforcement officiers.
2. Visitors such as fireman, policeman - etc.
3. Set up postoffice - newspaper -
4. Filmstrips

Trips:

WKBC
The Journal Patriot

Unit Three - Key City Bakery

Objectives: The preparation, equipment, packaging are part of providing the children the idea of the complex notion of the effort in preparing good things to eat.

Contingencies:

1. Can use standard measures of quantity ts, t. cup - pint.
2. Understands dozen, etc.
3. Understands circle, square etc.
4. Has a functional reading ability.
5. Understands the methods of paying.
6. Can organize work into processes - steps.
7. Can read thermometers.

Activities:

1. Make cookies.
2. Select the recipe, be responsible for materials needed for cooking.
3. Be responsible for cleanliness of baking area.
4. Visity Key City Bakery.
5. Bulletin board- tracing wheat from the ground to the finished product.
6. Make a book of your favorite baked recipes.

Unit Four - Holiday Inn

Objective: To make the child aware of jobs related to the operation of a successful motel. To see the cooperation needed in order to have a smoothly run motel.

Competencies:

1. Understands past, to, noon, midnight weekend.
2. Recognizes time of day.
3. Can read tables and schedules.
4. Correctly interpret information on bills and statements.
5. Can use the telephone correctly.
6. Can use the directories to locate information.
7. Can write in complete sentences.
8. Knows and selects appropriate cloths.
9. Can provide information.
10. Practices everyday courtesies.
11. Respects the property rights of others.
12. Understands the importance of truth, honesty and tolerance.
13. Works towards task completion.
14. Can recognize when task is completed.
    161, 162, 164, 165, 166, 168, 169, 170, 177, 178, 180.

Activities:

1. Role playing - 1) desk clerk - making reservations, 2) waitress taking orders, 3) maids.
2. Bulletin board showing Holiday Inns around the states.
3. Visit Holiday Inn.

Unit Five - Blue Ridge Shoe

Objective: To enable the children to see how a shoe is made, and to show them the different jobs available in the shoe business.

Competencies -

1. Can use standard measures of length.
2. Can fill out order blanks.
3. Different skills and knowledges are required to perform different jobs.
4. Punctual.
5. Wages and hours.
6. Understands methods of paying.
7. Knows general job responsibilities.
8. Knows the abilities needed in various occupations.
9. Knows vital statistics for filling out application forms.
10. Respects flammables, electricity and power tools.
11. Reads for self-protection.
12. Can work safely.
13. Does not interfere with fellow workers.

14. Knows and carries out responsibility.
15. Can use simple materials and tools.
16. Looks for things to do.
17. Can work at a competitive pace.
18. Can pay lunches and transportation.
19. Keeps work areas orderly.

Activities:

1.Use catalogs to find different type shoes.
2. Draw outlines of feet.
3. Fill out order blanks for shoes.
4. Make moccasins or bedroom shoes.
5. Trip to Blue Ridge Shoe.

Unit Six - Trucking

Objective : To lead the children to realize what jobs are available in the trucking industry and what the responsibilities are.

Competencies:

1. Can make change correctly.
2. Can name and distinguish coins and bills.
3. Can tell time.
4. Can use the clock and calendar.
5. Knows the days of the week - month.
6. Can keep accurate reports - records.
7. Give simple directions.
8. Can ask for directions and help.
9. Can read tables and schedules.
10. Can take and read simple messages.
11. Can fill out order blanks.
12. Can interpret information on bills.
13. Can read and understand simple sales contracts.
14. Writes legibly.
15. Can read road signs.
16. Can read road maps.
17. Knows the laws and regulations of highway **driving**.
18. Knows traffic regulations, hgihway safety.
19. Recognizes and accepts rules and laws.
20. Knows and carries out own responsibilities.

Activities:

1. Make a book of trucks.
2. Road maps.
3. Log books.
4. Learn the parts of a truck as compared to a car.
5. Compare trucks to other motor vehicles.
6. Trip to G.G. Parsons or Billings.
7. Road signs.
8. Driver's Education book of rules.

Wilkes Central High School

MATH

I. General Mathematics
   A. To be able to add one, two and three place numbers.
   B. To be able to subtract one, two and three place numbers with borrowing and carrying.
   C. To be able to multiply with one, two, and three multipliers.
   D. To be able to divide with one, two, and three divisors.

II. Decimals and Fractions
   A. To have a general knowledge of decimals.
   B. To be able to change whole numbers to decimals and decimals back to whole numbers.
   C. To be able to figure percent.
   D. To be able to multiply and divide fractions.
   E. To be able to add and subtract fractions.

III. Measurement
   A. To have a knowledge of the tools that are used in measurement.
   B. To be able to understand the three dimentional measuring.
   C. To be able to use standard measurements of length.
   D. To be able to use standard measurements of Quantity.
   E. To be able to measure and figure distance.

IV. Budgeting
   A. To have a general knowledge of budgeting.
   B. To be able to set up a budget plan within the income of the student.
   C. To be able to list all items money is spent for.
   D. To be able to understand how to spend money wisely.

V. Banking (To visit NCNB)
   A. To have a general knowledge of banks.
   B. To have a general knowledge of the areas in banking:
      1. Checking account
      2. Saving account
      3. Deposit slips
      4. Endorsing checks
   C. To know the difference between checking accounts and savings accounts.

VI. Social Security and Personal Insurance (Visit Employment and Social Security Office and insurances in the city)
   A. To have a knowledge of how to go about securing your social security card.
   B. To find out what social security provides for you and your family.
   C. To find out what you are protected against.
   D. To find out what kind of life insurance is best for tight family budgets.
   E. To understand when a person is able to collect benefits under the workmen's compersation laws.

VII. Arithmetic in Grocery Buying (Visit supermarket)
   A. The child will be able to distinquish coins and bills.
   B. The child will be able to use money symbols.
   C. The child will be expected to perform the arithmetic functions required in family and personal living.
   D. To be able to locate materials in the store.
   E. The child will be expected to read a cash register receipt and also operate a cash register.

SCIENCE

I. Food Analysis (Visit Dodge House or Williams Restaurant)
   A. Identification of five major food groupings are:
      1. sugar
      2. starch
      3. protein
      4. fats
      5. vitamins
   B. Library work
   C. Experiments will be carried out in class.

II. Water Pollution (Visit Water Treatment Plant)
   A. To be able to identify many common pollutants in water.
   B. The individual will be able to determine the presence of various pollutants by means of color tests.
   C. Be able to observe any impurity mixed with water causes pollution.
   D. Have a knowledge of the kinds of water pollution, they are
      1. Organic - Waste from sewage
      2. Chemicals - industrial dumping into the main stream of water
      3. Fertilizers and pesticides - washed into water from farmlands.
      4. Experiments will be carried out.

III. Heredity and Environment
   A. To understand what effect environment have on heredity.
   B. To notice the response of the organism to its environment.
   C. Experiments will be carried out with an organism other than man - tobacco.
   D. It will determine effect of light on the product and the enviroment.

IV. Seed Structure and Enzyme Action
   A. To be able to understand that every seed consist of at least two parts:
      1. The embryo
      2. Seed coa or seed coats
   B. To understand that seeds of different plants vary greatly as to size, form, enternal color and markings.
   C. Seed germination and enzyme will be carried out in the classroom as an experiment.
   D. This experiment will include:
      1. Corn grain
      2. Lima bean seeds

North Wilkesboro Elementary

I. Food Services

Objectives

1. The pupil will name five jobs in food marketing: bakery, cannery, meat packing, fruit markets, and wholesale candy department.
2. The pupil will know the various jobs involved in the retail grocery store.
3. The pupil will know the various jobs involved in restaurant operation.

Activities

1. Pupil will read stories about bakery, meat processing, canning,fruit and vegetable shipping.
2. Pupil will prepare a bulletin board of operations involved in bakery.
3. Pupils will make a model grocery store and role play the various employees, custoners, salesmen, etc.
4. Prepare a bulletin board of various operation involved in a restaurant.
5. Set up a model restaurant - serve a meal - role play various occupations involved in restaurant management.
6. Possibly read menu, order, and eat a meal in a restaurant.

Field Trips

Kerns Bakery
Holiday Inn Restaurant

II. Government and Civic Opportunities

Objectives

1. The pupil will understand the various opportunities offered by the hgihway department : Road construction and repairs, highway landscaping, road oil, forest service, and recreation department.
2. The pupil will understand the services offered by the postal service.
3. The pupil will know and observe the functions of the news media: radio, newspaper, television.
4. Law enforcement (maybe)

Field Trips

1. Highway department
2. Newspaper office, radio station
3. Recreation and city maintenance department

Activities

1. The pupil will list the services offered by the highway department.
2. The pupil will know the job requirements and/or duties of road construction,repair, landscaping, road oil, forest servoces, and recreation department.
3. Pupils will construct a model highway and/or city park.

4. Pupils will set up a mock post office in the elementary school and sort and deliver mail to the various departments for one week. (If possible with the administration)
5. Pupils will understand the opportunities and duties of radio and television employees.
6. Pupil will observe the functions and importance of newspaper operation.
7. Pupils will know the importance of various newspaper divisions and their processes.
8. Pupils will set up a mock newspaper for North Wilkesboro Elementary school.
9. Pupils will set up a model radio station.

III. Trucking Industry

Objectives

1. Pupils will know the various tasks/skills involved in the trucking industry.
2. Pupils will be able to map out a trip for a trucker (scale drawing).
3. Pupil will be able to list the jobs performed in motor repair and upkeep of trucks.
4. Pupils will be able to list the skills involved and job requirements in operating (driving) a truck.

Field Trips

1. Billings Trucking (Parsons Trucking)
2. International Harvester

Activities

1. Collect road maps and calculate distances and routes from one given point to another.
2. Pupils will make a scale map from one given point to another.
3. Pupils will make a bulletin board showing the skills involved in being a trucker and how he gets his training.
4. Pupils will make a poster showing the parts of a truck.
5. Pupils will make a poster showing the parts of a truck motor and equipment used in repair.

IV. Manufacturing

Objectives

1. Pupil will know the opportunities for employment in the shoe industry.
2. Pupil will understand the skills involved in various positions in shoe manufacturing.
3. Pupil will know tho different opportunities for employment in the textile industry in Wilkes County.
4. Pupils will understand the skills involved in the various positions in textile manufacturing.
5. Pupils will know the textile products made in Wilkes COunty.
6. Pupils will set up and operate a simple loom for weaving cloth.

Field Trips

1. Blue Ridge Shoe Manufacturing
2. Ithaca Textiles
3. Wilkes Knit
4. Wilkes Mills

Activities

1. Prepare a list of things to look for and questions on a trip to the shoe company.
2. Prepare a bulletin board showing how a shoe is made and the skills/process involved at each step.
3. Make a list of textile industries in Wilkes County and what they produce.
4. Make a display of various textile products - depict the steps involved in making the product.
5. Set up a loom and weave a fabric.
6. Study opportunities and skills involved in sewing.
7. Make a garment from material either setting up an assembly line or individually doing their own work.
8. Crocheting - form of weaving.

V. Department Stores and Consumer Products

Objectives

1. Pupils will know the various types of products sold in the department store.
2. Pupils will know the job opportunities available in department stores.
3. Pupils will know how to use a cash register.
4. Pupils will know how to prepare a shopping list within his money limits.
5. Pupils will set up a model department store and role play various roles of consumer and personnel.

Field Trips

1. Roses
2. Sky City

Activities

1. Make a list of the products sold in a department store.
2. Make a list of skills (opportunities) involved for each department.
3. Prepare a shopping list
    a. money needed
    b. making change
4. Pupils will learn to use a cash register.
5. Set up a cardboard model department store. Role play occupations in the department store.
6. List responsibilities in buying processes of the department store.

VI. Food Industry

Objectives

1. Pupil will understand the skills involved in crop farming.
    a. apple growing
    b. tobacco
    c. corn
2. Pupil will understand the skills involved &job opportunities in animals and related products.
    a. beef

        b. poultry
        c. eggs
3. Pupils will understand the skills involved and job opportunities in processing farm products.
    a. apple
    b. butchering
    c. livestock market
    d. dairy
    e. poultry
    f. eggs
4. Growing plants and incubating eggsl

Field Trips
1. Chick Haven
2. Holly Farms
3. Apple Orchards (Brushy Mt. Apple Co-op)
4. Lovette Egg Company
5. Rileys Livestock Market, Inc.
6. Thomas Brothers Slaughter House
7. Chicken farm

Activities
1. Make a bulletin board showing the growing cycle of a plant (e.g. corn) and the steps the farmer would follow in farming the crop. (Importance of weather).
2. Plant seeds and grow a minature garden.
3. Make a chart showing the apple growing process and the steps involved in caring for the trees and processing the apples.
4. Make a chart showing the processes involved in growing, processing, and selling tobacco.
5. Discussion of egg production and job opportunities involved. - Make charts.
6. Discussion of poultry production and job opportunities involved. - Make charts.
7. Incubate eggs.
8. Discuss process of beef production and make charts.
9. Make charts of meat processing and job opportunities and skills involved in butchering and livestock marketing.
10. Make bulletin board of production of milk and other dairy products - list skills involved and job opportunities.
11. Make bulletin board of chicken processing, job opportunities and skills involved.
12. Learn about farm journals and almanacs.

Other areas for possible consideration
- Forestry
- Greenhouses
- Lumbering
- Grooming

APPENDIX C

ASSESSMENT RECORD OF EDUCATIONAL COMPETENCY

Pupil ____

Date Record Started __________________ School ______________________________

Teacher ________________________________ School Year 19____ to 19____

Teacher ________________________________ School Year 19____ to 19____

Teacher ________________________________ School Year 19____ to 19____

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Introduction: Use and Purpose of Assessment Record

When the value of educational endeavors is questioned, the need to **accurately** record educational progress becomes as apparent as the need for good teaching. In order to assess and record achievement, the Assessment Record of Educational Competency contains many statements of competencies that can be used as a guide in determining teaching objectives and learner proficiency. Generally, criteria for determining proficiency have not been stated. Therefore, the responsibility falls upon the teacher to determine what constitutes proficiency, **what** **educa**tional procedures will be employed to develop proficiency, how proficiency will be assessed, and when proficiency has been reached.

For convenience, space has been provided after each competency so that the teacher may note criteria of proficiency, techniques and materials used, progress, etc. As an aid in recording progress, each time proficiency has been evaluated, the level of achievement can be checked by circling negative (-) if there is no proficiency; one (1) for very little, though some proficiency; two (2) for almost proficient; and, plus (+) for proficient. Pupils who achieve proficiency may need to be evaluated at a later date to determine if there has been retention.

The record is comprehensive but there is no assumption that it is all-encompassing. The teacher may find the need to stress competencies in some areas **that are not** provided. Additional spaces for teachers to write competencies are provided in the final pages. Six areas of achievement are covered **as** indicated in the contents. These are basic, life functional competencies. Ideally, a pupil would become proficient in most or all of these areas before **graduation**. Each teacher may stress only those competencies which are most relevant to the individual pupil's progress. For this purpose, competencies in each area have been **arranged** according to relative difficulty.

Competency	Date Assessed	Proficiency Level
Can give name and address.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can ask for directions and help.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use the telephone.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can give directions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Uses appropriate speaking volume.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Speaks in complete sentences when necessary.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Makes introductions with ease.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can converse acceptably.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Speaks before peers with ease.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Speaks courteously and clearly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

4

Competency	Date Assessed	Proficiency Level
Conducts and participates in committee and small group meetings.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Follows simple directions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Follows complicated directions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Responds to questions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Listens courteously.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

5

Competency	Date Assessed	Proficiency Level
Can retell a story heard, movie, television program, etc.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Relates messages given orally.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can re-interpret speakers message in own words.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Writes legibly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows and writes personal data.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

6

Competency	Date Assessed	Proficiency Level
Writes basic vocabulary.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Writes in complete sentences using correct punctuation.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Writes paragraphs.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Writes dates, abbreviations, and contractions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Writes simple messages.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Writes personal and business letters.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Completes application forms.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can order from a catalog.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make a shopping list.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make legible bank records.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Has a basic sight vocabulary.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Uses word attack skills.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can read basic commodities.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use directories to locate information.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can read maps.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can read laws and regulations of highway driving.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can read and use simple reference materials and newspapers.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can recognize and reproduce numbers 0 through 100.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can add and subtract in simple combinations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can carry in addition and borrow in subtraction.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +

10

Competency	Date Assessed	Proficiency Level
Can make and recognize a circle, a square, a rectangle, and a triangle.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use simple fractions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Recognizes times of day: morning, noon, afternoon, and night.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands past, to, before, after, noon, midnight, weekend, and until as they relate to time.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use A.M. and P.M.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows the days of the week and the months of the year.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Differentiates seasons by months.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can tell time by the hour and the half-hour.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can tell time by quarter hours and minutes.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use a calendar to determine dates.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can budget time.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can name and distinquish coins and bills.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the relative value of coins and paper money.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make purchases correctly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make change correctly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can correctly use money symbols.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can read a cash register receipt.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands dozen and half-dozen.	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
Can use standard measurements of quantity.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use standard measurements of length.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can measure and figure distance.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can read thermometers: weather, medicinal, culinary.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can add and subtract in whole numbers.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can multiply and divide in whole numbers.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can add and subtract fractions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can multiply and divide fractions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can figure percent.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use a sales tax chart.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands and can figure sales tax.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Can figure discount.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows the use of a bank.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can use a savings account and a checking account.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands time and money management.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can keep accurate reports/records.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can compute pay and figure deductions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can relate income and expenses to determine balance.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the terms budgeting, withholding, gross, net, taxable, credit, and deferred.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can set up a budget:	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands installment buying, loans, charge, and credit.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the value of credit and the mechanics of financing.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

18

Competency	Date Assessed	Proficiency Level
Understands federal, state, and local taxes.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make out simple tax forms.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can perform arithmetic functions required on a job.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can perform the arithmetic functions required in family/personal living.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands simple equations and symbolization.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Practices everyday courtesies.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Speaks pleasantly, courteously, and clearly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can adapt to new situations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Respects the property rights of others.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Demonstrates appropriate hygiene and grooming habits.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can dress correctly and attractively for various occasions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Shares and takes turns in group activities.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can make introductions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Achieves quick and easy acceptance within a group.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Participates in a cooperative or group effort.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Has a value for work. Good work improves self-esteem.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
Shares experiences, possessions, and ideas with others.	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Recognizes when behavior has good interpersonal consequences.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Recognizes the contributions of classmates and others.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can accept and profit from constructive criticism.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Can provide information and/or directions courteously.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Conducts and participates in committee or small group meetings.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Recognizes and accepts rules and laws.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Recognizes authority figures.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Assumes appropriate role positions in group activities.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Realizes and accepts his strengths and weaknesses and those of others.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can distinguish appropriate behaviors in various social situations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can carry on acceptable social conversation.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Shows proper conduct for a personal interview.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the relationship between authority figures and workers in occupational groups.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:		- 1 2 +

Competency	Date Assessed	Proficiency Level
Uses proper language in association with co-workers and supervisors.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Gets along with peers and supervisors.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the importance of honesty, truthfulness, and tolerance.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the need for responsible relationships with members of the opposite sex.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the obligations of and responsibilities for worthwhile family life.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Understands the responsibilities, duties, and rights of citizens.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Has realistic vocational goals.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows the recreational facilities available in the community.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Is aware of safety for himself and others.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Obeys school rules of conduct.	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Recognizes direction signs and warnings.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands pedestrian signs and rules.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Reads adequately for self protection and welfare of others; such as safety signs and warnings.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows what to do in various emergencies.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows basic nursing and first aid.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Respects flammables, electricity, and power equipment.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows traffic regulations and highway safety.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Observes safety rules of plant or business.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can work safely.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands the difference between work and play.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows the roles of family members.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that each member of a family has certain tasks to perform to keep the home functioning.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that parents or guardians work.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows the work of his father and mother (or surrogates).	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that other people work.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Realizes that people help others through work.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that there are many different kinds of jobs at which people work.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows about his community.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that it takes many businesses and services to make up a functioning community.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Realizes that different skills and knowledge are required to perform different jobs.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

3

Competency	Date Assessed	Proficiency Level
Knows and selects appropriate clothes worn for different weather, school, and job conditions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
Understands the importance of being punctual for school, work, and appointments.	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
Knows personal strengths and limitations.	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Has realistic job aspirations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows own vital statistics in filling out application forms.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows how to secure a social security card and a work permit.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows the public service occupations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows the family service occupations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows about the local institutions and businesses and their occupations.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Is able to locate businesses, industries, and institutions in the community.	/ /	- 1 2 +
	/ /	- 1 23+
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows the job possibilities in the community.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows the services of state and local, private and public, employment agencies.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows general job responsibilities.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows what agencies in the community help provide training.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Is able to state some personal qualities, characteristics, and attitudes needed to keep a job.	/ /	- 1 2 +
	/ /	1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Knows how to analyze jobs.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows how to search for a job.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows how to apply for a job.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Has acceptable interviewing skills.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Understands how wages and hours are related.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

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Competency	Date Assessed	Proficiency Level
Understands **methods** of paying: piecemeal, salary, weekly, monthly, etc. Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Knows current wage and hour laws. Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Knows the fringe benefits: Hospitalization, insurance, vacations, etc. Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Knows about unemployment benefits and how to secure them.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Can pay for lunches and transportation. Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Works toward task completion.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Carries out routine tasks.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Cares for school equipment and materials.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Usually is helpful.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can accept and follow simple directions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

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Competency	Date Assessed	Proficiency Level
Can work alone.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Is punctual.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Is dependable.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can recognize when a task is completed.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Does not interfere with fellow workers/pupils.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Participates in group activities and projects.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Performs simultaneous and sequential tasks.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Knows and carries out own responsibilities.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Works without supervision or guidance.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can distinguish between satisfactory and unsatisfactory task behavior.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Porficiency Level
Follows a described work plan.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Looks for things to do.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can initiate new tasks.	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
Uses simple materials and tools.	/ /	- 1 2
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Has a facility in the use of different tools and materials.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Keeps work areas orderly.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Shows self-direction in work.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Evaluates own efforts and production.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Exercises self-control.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Has pride in accomplishment.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Accepts authority and supervision.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can listen to and carry out detailed instructions.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can organize work into sequences/ processes/steps.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Attends to tasks for extended periods to time.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +
Can work at a competitive pace for a full day.	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

Competency	Date Assessed	Proficiency Level
Applies time to household and work tasks: Paces self; budgets the time. Notes:	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	- 1 2 +
	/ /	-11 2 +

Competency	Date Assessed	Proficiency Level
	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

	/ /	- 1 2 +
	/ /	- 1 2 +
Notes:	/ /	- 1 2 +

APPENDIX D

PUPIL ATTITUDE TEST

The results of the Pupil Attitude Test administrations are discussed in the section ATTITUDES OF PUPILS. What follows is a discussion of the design, computational procedure, and a sample of the test and directions.

Design

Positive statements were written to investigate three areas: Self-perception, perception of school and related work, and relations with others. Corresponding negative statements were written to match each positive statement. Parroting was avoided as much as possible. Positive statements were grouped together. Negative statements were also grouped together, but in reverse order to the positive statements in order to limit the possibility of pupils cross-checking responses and for the ease in scoring. A forced choice technique was used along with these matched statements. Agreement or disagreement were the possible responses to statements. The assumption underlying the use of complimentary positive and negative statements (pairs) was to indicate a valid response to an attitude. A respondent had to agree to one statement of the pair and to disagree with the other in order for the response to be considered reliable. If both the positive and the negative statements of a pair were agreed to, the responses were considered to be conflicting and, thus, unreliable. Also, if both members of the pair were disagreed with, the responses were considered unreliable.

Directions were written to specify the conditions under which the instrument was to be administered. The major concern with the directions was to maintain consistency. The project teachers were responsible for all administrations. In order to control the factor of achievement, all statements were read aloud by the teacher while the pupils read silently. This seemed to prove effective. The scores had no significant correlation to intelligence test scores which correlate well with achievement scores.

Computational Procedure

The matched pairs of positive and negative statements, as discussed above, provided a way to check for reliability of responses. Only when a pair of statements received one positive and one negative response was it considered to be reliable and was scored. A +1 was given to the pair if there was agreement to the positive statement and disagreement with the negative statement. A -1 was given to the pair if there was disagreement to the positive and agreement with the negative. Two scores resulted: A total of the positives and a total of the negatives. These scores were summed (+score) + (-score) = total +/- score to give a total score. The limits of the total score extended from a possible +48 to a possible -48. Zero, theoretically, represented an equal division between positive and negative attitudes.

PUPIL ATTITUDE TEST

DIRECTIONS

The same procedure is followed for groups or for individuals. Pupils should have a sharp percil with an eraser. Pupils should have ample working area and should be spaced apart from one another to minimize distraction. At least forty minutes should be allowed, though some groups may take more time while others may take less. There are no time limits.

The statements on both pages of the instrument are to be read aloud to the pupils by the administrator. Allow sufficient time for pupils to respond. Do not hurry pupils nor allow the time to drag. Establish a reading-responding pace and keep to it. Statements can be re-read a reasonable number of times if the request is made by pupils. DO NOT INTERPRET ANY STATEMENTS. Questions as to the meaning of words can be explained only if the administrator is requested to do so by a pupil. Read in a singular voice. DO NOT INFLECT OR EMPHASIZE ANY WORD OR SENTENCE PART. Avoid all gestures that might reveal the administrator's preference for responses.

When pupils are seated and attentive, say:

> I AM GOING TO HAND OUT TWO PAGES. ON BOTH PAGES ARE STATEMENTS. THESE STATEMENTS MAY BE TRUE FOR YOU OR THEY MAY NOT BE TRUE FOR YOU. IF THE STATEMENT IS TRUE OF THE WAY YOU FEEL, CIRCLE A, FOR AGREE, AT THE BEGINNING OF THE STATEMENT. IF IT IS NOT TRUE OF THE WAY YOU FEEL, CIRCLE D, FOR DISAGREE, AT THE BEGINNING OF THE STATEMENT. REMEMBER TO CIRCLE ONLY ONE. GIVE AN ANSWER TO EVERY ONE OF THE STATEMENTS. DON'T SKIP ANY. THIS IS NOT A TEST. IT WILL NOT AFFECT YOUR GRADE. IT IS NOT A GAME, EITHER. BE HONEST WITH YOUR ANSWERS. REMEMBER THAT THERE ARE NO RIGHT OR WRONG ANSWERS. THESE ARE JUST STATEMENTS THAT ARE EITHER TRUE OF THE WAY YOU FEEL OR ARE NOT TRUE OF THE WAY YOU FEEL. ARE THERE ANY QUESTIONS?

Answer any questions that are asked before handing out the test forms. Avoid relaying the reason for giving the instrument. If necessary, simply respond that it provides useful information for the school. Then say:

> AT THE TOP OF THE FIRST PAGE, WRITE YOUR FIRST AND LAST NAME. I WILL READ EACH STATEMENT ALOUD. YOU READ SILENTLY. DO NOT MAKE ANY CIRCLE UNTIL I HAVE FINISHED READING EACH STATEMENT. DO NOT LOSE YOUR PLACE OR TRY TO GET AHEAD OF ME. WE ARE IN NO HURRY, SO GIVE A THOUGHTFUL ANSWER. IF YOU DO NOT UNDERSTAND A WORD, I WILL EXPLAIN IT TO YOU. IF YOU NEED A STATEMENT REPEATED, I WILL READ IT AGAIN. CIRCLE A, FOR AGREE, IF IT IS THE WAY YOU FEEL OR THINK. CIRCLE D, FOR DISAGREE, IF IT IS NOT TRUE OF THE WAY YOU FEEL OR THINK. LET US BEGIN.

Do not allow any talking while administering the test instrument. Read each statement carefully and distinctly. There are plus (+) signs following statements #24, #48, and #72. Before reading the next statement, read the following:

> REMEMBER, YOU ARE TO CIRCLE A, FOR AGREE, IF THE STATEMENT IS TRUE FOR YOU AND CIRCLE D, FOR DISAGREE, IF THE STATEMENT IS NOT TRUE OF THE WAY YOU FEEL AND THINK.

Do not allow pupils to compare or comment about statements or responses either during or following administration. Discourage pupils from checking over responses after the test has been completed. Collect the tests immediately upon completion. Avoid all conversation about the instrument. Simply thank pupils for their honest responses and cooperation.

SAMPLE - PUPIL ATTITUDE TEST

NAME______________________________ SCHOOL______________________

1 A D I am a friendly person.
2 A D Most people really like me.
3 A D I am interested in what other people do.
4 A D I always try to do what other people want me to do.
5 A D I try to get along with everyone even when they may anger me.
6 A D I try to please others, but I don't overdo it.
7 A D I try to play fair.
8 A D I try to understand the way other people see things.
9 A D I like the other students in my classes.
10 A D Everyone is friendly.
11 A D I get along well with my parents.
12 A D I am an important person to my friends and family.
13 A D My teacher listens to me.
14 A D I like to do what my teacher says.
15 A D I am an honest person.
16 A D I like to look nice and neat all the time.
17 A D I have alot of self control.
18 A D I am a decent person.
19 A D I try to be careful about my appearance.
20 A D I like my looks just the way they are.
21 A D I feel good most of the time.
22 A D I can't do everything, but I can do something good.
23 A D I would rather win than lose in a game.
24 A D I do what is right most of the time. +
25 A D I try to change when I'm doing things that I know are wrong.
26 A D I try very hard.
27 A D If I've got a problem, I try to solve it.
28 A D I like to do my very best.
29 A D I try to do more than is expected.
30 A D Hard work will make a person successful.
31 A D I like to work hard.
32 A D When the going gets rough, I keep trying.
33 A D I'm pretty sure about some things I want.
34 A D I've worked harder in school this year than ever before.
35 A D I like what I learn in school.
36 A D I like my teachers more this year.
37 A D I like school more this year than I did last year.
38 A D I am learning more this year than I did last year.
39 A D I like school the way it is.
40 A D I like what I study in school.
41 A D School is helping me to be what I want to be.
42 A D I like to go on trips with my class.
43 A D Most of the time, I do well in school.
44 A D I come to school because I like to.
45 A D What I am learning this year will help me to get a good job.
46 A D I am coming to school to get a better job.
47 A D I need more training to do what I want in life.
48 A D I know where I might want to work. +

49 A D I have no idea where I would like to work.
50 A D I know all I want to know.
51 A D I'm just waiting until school ends.
52 A D I can get a good job anytime I want.
53 A D I come to school because I have to.
54 A D I don't do very well in school.
55 A D I wish our class didn't go on trips.
56 A D I've been thinking about quitting school and getting a job.
57 A D I don't like what our class has to study.
58 A D I hope school improves.
59 A D I'm going to quit school if things don't get better.
60 A D School is not very interesting.
61 A D I wish I had some other teachers.
62 A D I have to do some dumb things in school.
63 A D I sometimes lay out of school.
64 A D I change my mind alot.
65 A D I wish I didn't give up as easily as I do.
66 A D I like to take it easy most of the time.
67 A D A person just has to be lucky to do well in this world.
68 A D I don't do any more than I have to.
69 A D So what if I don't do well in school, I don't care.
70 A D I try not to think about my problems.
71 A D I don't try as hard as I could.
72 A D It doesn't bother me if I do things that are wrong. +
73 A D It is fun to do things that are not always right.
74 A D I don't care if I win or lose.
75 A D I know that I will get a crummy job.
76 A D I don't feel as well as I should.
77 A D I wish I were better looking.
78 A D I really don't care whether I look nice or not.
79 A D I sometimes do very bad things.
80 A D I get so angry sometimes, I feel like swearing.
81 A D Really, I don't care how neat and clean I am.
82 A D I wish I could be more trustworthy.
83 A D I don't like to take orders from anyone.
84 A D I seldom get a chance to help decide what the class will do.
85 A D No one really cares about me.
86 A D My parents and I don't get along very well together.
87 A D People are alone in this world.
88 A D I don't feel at ease with other people.
89 A D I don't care what other people think.
90 A D I ought to get along better with others than I do.
91 A D I do not act the way people think that I should.
92 A D I feel like punching someone who makes me angry.
93 A D I do what I want and to heck with other people.
94 A D I am not interested in what other people do.
95 A D Someday, I am going to show everybody how good I am.
96 A D I am hard to be friends with.

APPENDIX E

TEACHER OPINIONNAIRE

As mentioned in the TEACHER OPINIONS section of the results, four areas were investigated: Affect on pupils, organization, reaction of others, and personal involvement. What follows is a description of the opinionnaire.

Design

For each area investigated, statements were written in the positive. Then, similar statements were written in the negative so as to form pairs of items: One positive statement corresponding to one negative statement. Statements were randomly scattered throughout the instrument. Teachers were requested to respond to each statement by either agreement or disagreement. The instrument was administered to teachers four times: Fall 1973, Spring 1974, Fall 1974, and Spring 1975. Each time it was given as near the beginning or close of school as possible. There was no request to have teachers identify themselves.

Computational Procedure

Without the ability to identify respondents, the usual methods for computing results were inoperable. Thus, the method used was unique for this instrument. Each agreement to a positive statement received a +1 score. Each disagreement to a positive statement received a -1 score. Each agreement to a negative statement received a -1 score. Each disagreement to a negative statement received a +1 score. Anything else was scored as 0 score. All responses for the entire group of teachers to each statement were added together. In this way, each statement received a group score that was either positive or negative. Then, the scores for each pair of statements were summed; that is, the scores for each positive statement was added to the score of the corresponding negative statement. The score that resulted was made a percentage by dividing the total number of possible responses for the pair of statements into it.

If the score for the pair was positive (+), the percentage was positive. If the score was negative (-), so was the percentage. A positive percentage indicated that the group of teachers agreed proportionately more with the positive statement of the pair and less with the negative. A negative percentage indicated that the group of teachers favored the negative statement more than the positive. A zero (0) percentage indicated that the group of teachers were equally divided. The assumption of this computational procedure was that the percentage derived for each pair of statements represented the opinion of the group of teachers. These percentages were derived for each administration of the instrument. Percentages for the four administrations were then compared. An interpretive discussion of the results appears in TEACHER OPINIONS.

There were two factors not reflected in the derived percentages that should be noted. Two teachers failed to return completed instruments for the Spring 74 administration. Three new teachers were represented in the Fall 74 and Spring 75 administrations. Since the change in the opinions for the entire group was studied, these factors were only significant as far as they may have affected the overall group opinions. It is the overall group opinions, and not the individual opinions, that are represented and discussed. Change of teachers to accomplish a change in opinions is not the question of this study.

Contents and Results

The pairs of statements appear below according to area. The percentages corresponding to each administration of the instrument appear below each pair respectively.

Affect on Pupils

	Fall 73	Spring 74	Fall 74	Spring 75
#1 I have good rapport with my pupils. I do not have good rapport with my pupils.	78%	79%	89%	100%
#2 Pupils gain more in math through this program. This program does not substantially affect math gains.	61%	36%	-6%	72%
#3 Pupils profit educationally from this program. Pupil gains are not substantially different.	50%	57%	39%	50%

#4 I feel that things are better now than before.
Things are about the same as before.

44% 50% 56% 56%

#5 Pupils gain more in language skills through this program.
This program does not substantially affect gains in language skills.

44% 7% 6% 5%

#6 Pupil discipline problems are less.
Pupil discipline problems are greater.

44% 86% 61% 78%

#7 Pupil attitudes toward learning are better.
Pupil attitudes are not improved.

33% 43% 17% 33%

#8 This program meets the needs of the pupils placed with me.
This program does not meet the needs of my pupils.

17% 36% 33% 33%

#9 Pupil cooperation is better.
Pupil cooperation is the same or less.

6% 79% 17% 56%

Organization

#10 I put many new ideas to work.
Most of what I do I've done before.

72% 64% 56% 89%

#11 I feel that I bring many new ideas into the teaching-learning environment.
With little exception, I do what others do or what I have done before.

72% 14% 22% 39%

#12 I use some different methods of teaching as a result of this program.
My teaching methods have not been affected by this program.

44% 57% 78% 44%

#13 I teach academic skills as part of occupational skills.
I teach academic skills and occupational skills differently.

44% 43% 61% 78%

#14 Academic skills are part of occupational skills.
Academic skills are different from occupational skills.

44% 36% 33% 61%

#15 Except for some possible minor changes, I would like to continue with the program as it is operated.
I would like to change the organization I must follow.

39% 21% 11% 39%

#16 I can give input as to program operation.
I am restricted as to what I can do or say about this program.

33% 29% 78% 78%

#17 The records I keep are of assistance.
There is too much record keeping.

28% 21% 0% -6%

#18 The content of the study in the classroom is based on the things done in the community.
The study of the things done in the community is a small part of what is done in the classroom.

28% 29% 11% 22%

#19 The materials provided are appropriate and helpful.
The materials provided are mostly inappropriate.

0% 14% 33% 44%

#20 I have been able to successfully implement this program.
This program has been a problem operating.

0% 43% 33% 44%

#21 Materials and/or places to find them are provided.
I must search out my own materials.

-17% 0% 28% 6%

Reaction of Others

#22 I feel that the community reaction has been favorable.
Community reaction, I feel, has been unfavorable.

56% 43% 50% 50%

#23 Other teachers cooperate with me.
I do not have good cooperation from other teachers.

61% 57% 61% 72%

#24 Others would like to engage in a similar program.
Other teachers are not interested in a similar program.

11% -7% -28% -6%

#25 Most everyone in the school is familiar with this program.
Few know what I am doing.

6% -14% -33% -6%

#26 The principal is enthusiastic about this program.
There is administrative ambivalence about this program.

6% 43% 6% 33%

#27 Parent reaction is favorable.
There is no observable parent reaction or it is negative.

6% 0% 11% 28%

Personal Involvement

#28 I understand and agree with the purpose and the format of this program.
I do not see the point or method of this program.

72% 50% 89% 89%

#29 If the program works well, I am responsible.
If the the program works poorly, I am not responsible.

61% 50% 22% 50%

#30 I have integrated occupational education into my program and I am pleased with the results.
There are better ways to teach children than those I am encouraged to pursue.

50% 71% 50% 56%

#31 Securing or developing materials is part of my job.
Getting materials is not my job.

39% 79% 56% 11%

#32 I have approached learning with new vigor.
These added programs tire me.

33% 57% 28% 67%

#33 I enjoy teaching these age level pupils.
I would rather concentrate more energy teaching other are level pupils.

33% 86% 33% 67%

#34 I am accomplishing a great deal.
I am not accomplishing what I feel I could.

22% 14% 44% 22%

#35 I am satisfied with the organization.
I would like to abandon the program or change it drastically.

22% 21% 22% 44%

#36 I have a great deal of flexibility to develop my teaching program.
I am left mostly to my own devices to prepare my teaching program.

17% -14% 22% 33%

#37 What I do as a result of this program is teaching.
This program is an addition to my normal responsibilities.

6% 21% 11% 28%

#38 I have gained a great deal from the experiences of other teachers involved in this program.
I am mostly out-of-touch with other teachers in this program.

-11% -21% -28% -6%

#39 I could carry on this program without assistance.
I couldn't carry on this program unassisted.

-17% 14% 0% 0%

#40 I am more prepared to teach occupational skills than I was.
I am more prepared to teach academic skills than I am occupational skills.

-27% -14% -11% -17%

#41 Teachers can change the attitudes of children.
Parents are responsible for shaping the attitudes of children.

-27% 14% -14% -17%

#42 I find the time to do what is needed.
I don't have the time to do all that I should.

-33% 14% -14% -17%

APPENDIX F

RELATED INVESTIGATION

Although Project O.A.T. was a demonstration (action research) project which attempted to implement certain changes in special educational programming for the mentally retarded, certain fundamental investigations were undertaken for counselling and teacher use. The investigations were by no means as rigorous or as complete as possible, but they do provide some additional light for understanding the characteristics and capacities of mentally retarded pupils.

Percentile norms were established for the Raven Progressive Matrices, Table 11, which is a type of culture-fair test developed to measure intelligence. The Raven correlates well with other standardized tests of intelligence and has sometimes been helpful as a screening instrument for pupils considered for special classes for the mentally retarded. The norms for pupils in Project O.A.T. suggest a wide range of mental capacities. Percentile norms were also determined for the Bennett Mechanical Comprehension Test, Table 12. Again, the norms for pupils in Project O.A.T. suggest a wide range of mechanical comprehension. No measures of social capabilities were undertaken, but it is hypothesized that within the group of mentally retarded pupils, there is the same wide distribution of scores, which suggests a wide distribution of abilities similar to the distribution found in the general population, but somewhat lower. Some pupils did much better than the mean for the general population for all of the test reported here.

The Bennett Hand Tool Dexterity Test, the Stromberg Dexterity Test, and the Crawford Small Parts Dexterity Test (which has two parts; Pins-Collars, and Screws) were administered to high school level pupils in Project O.A.T. Norms were not practical for such a small number of pupils. However, Table 13 shows that there is a substantial range of abilities evident. Too, when these measures were correlated with I.Q. and the Bennett Mechanical Comprehension Test (a paper and pencil test), there were significant levels of correlation between the dexterity measures and mechanical comprehension but less between dexterity measures and I.Q. scores. The degree to which this diversity among mentally retarded pupils is recognized and utilized by appropriate school curriculum programming, the more the potential of mentally retarded pupils will be advantageous to their education and the less intelligence scores will be a liability.

Table 11. Percentile Norms for Raven Progressive Matrices

Percentile	Pupils in Special Classes for the Educable Mentally Handicapped, Grades 6 through 12	
	Ages 11-14	Ages 15-19
99	43-60	43-60
97	42	42
95	39-41	41
90	36-38	40
85	35	38-39
80	34	-
75	32-33	36
70	29-31	35
65	27-28	33-34
60	26	30-32
55	23-25	28-29
50	22	27
45	21	-
40	20	26
35	19	25
30	18	24
25	17	23
20	16	22
15	15	20-21
10	14	19
5	13	18
3	12	17
1	0-11	0-16
N	56	35
Mean	24	29
SD	8.6	7.6

Table 12. Percentile Norms for Bennett Mechanical Comprehension Test, Form S

	Pupils in Special Classes for the Educable Mentally Handicapped, Grades 6 through 12	
Percentile	Males	Females
99	44-68	34-68
97	42-43	32-33
95	40-41	30-31
90	37-39	29
85	35-36	28
80	34	27
75	33	26
70	32	25
65	31	24
60	30	23
55	29	22
50	28	21
45	27	20
40	25-26	19
35	24	18
30	23	-
25	22	-
20	21	-
15	20	17
10	19	14-16
5	17-18	12-13
3	15-16	-
1	0-14	0-11
N	65	38
Mean	28	22
SD	7.2	9.4
Age Range	11/7-19/7	11/3-18/1
Grade Range	6-12	6-12
Score Range	14-45	12-34

Table 13. Rank Order Correlations for Intelligence, Mechanical Comprehension, and Dexterity Measures for Project O.A.T. High School Pupils.

Instrument	Number	Mean	Range
Wechsler Intelligence Scales	23	68(derived IQ)	40-81
Bennett Mech. Comprehension	20	25(raw score)	12-37
Bennett Hand Tool Dexterity	24	14min. 56sec.	44'-7'13"
Stromberg Dexterity	24	4min. 6sec.	15'22"-2'37"
Crawford Small Parts			
Pins and Collars	24	7min. 48sec.	20'28"-5'22"
Screws	24	11min. 6sec.	19'32"-7' 3"

	Mech. Comp.	Hand Tool	Stromberg	Pins-Collars	Screws
IQ	.42**	.37	.54*	.34	.18
Mech. Comp.		.82**	.59**	.67**	.89**
Hand Tool			.66**	.74**	.85**
Stromberg				.53**	.56**
Pins-Collars					.76**

* = .05 Level of Significance
** = .01 Level of Significance